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ABSTRACT

The annotated bibliography briefly describes information from printed sources which would be helpful to teachers and students of business English, particularly those involved with secretarial programs in two-year colleges. Each entry contains selected information of particular relevance to business English in the 1970's rather than an abstract of the entire work, although entries from the educational research information centers are abstract quotations. Main sections of the bibliography are (1) who--research, articles, and books about student selection, placement, predictions for success, counseling, specialization, and classification, (2) what--course content, objectives, related research, and related communication courses, (3) where--resources for both technical and general junior college curriculum, (4) why--career opportunities, job placement, cooperation with community businesses and industries, needs as defined by business and industry, and (5) how--both traditional and individualized methods, effects of automation on teaching methods, activities recommended for classroom use, testing, evaluation, audiovisual aides, and other resources and materials. (Author/LJ)

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ANNOTATED BIBLIOGRAPHY FOR BUSINESS ENGLISH FOR SECRETARIAL PROGRAMS IN THE JUNIOR COLLEGE

by

Ann Hern

VT-102-564

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FOREWORD

This work describes briefly information from printed sources helpful to teachers and students of business English, particularly those in secretarial programs in the two-year colleges. Business English, as defined by Carter V. Good in the Dictionary of Education, includes that "area of study dealing with the principles of English, both written and oral, that are applicable to business [and] may include the principles governing business letter writing as well as advertisement writing, business reports, sales talks, the preparation of telegrams, and the writing of minutes."

Each entry contains selected information of particular relevance to students and teachers of business English in the 70's rather than an abstract of the entire work, whether a book or an article appearing in a recent periodical; the entries from the Educational Research Information Centers (ERIC) are, however, abstract quotations.

Because vocational and technical high schools are including business English as a related course to the intensive office education offered in the three-hour block programs, if not a part of the intensive period itself, this work is offered as an assistance to those teachers and students, as well as to the junior-college community.

Neglected as a subject in its own right for many years, to the despair of business management personnel, business English deserves its renewed emphasis. Perhaps the "new grammars" account in part for the neglect, as educators await an approach that will replace, or at least modify successfully, "traditional grammar."

We can ill afford to wait longer. To the many teachers who know that we must get language study back into the classrooms, this work is dedicated.

Ann Hern
Associate Professor of English
and Speech

OUTLINE FOR

ANNOTATED BIBLIOGRAPHY FOR BUSINESS ENGLISH

FOR SECRETARIAL PROGRAMS IN THE JUNIOR COLLEGE

Part I. Who? Secretarial Students and Teachers

Includes research, articles, and books on student selection, placement, predictions for success, counseling, specialization, classification.

Part II. What? Business English

Includes course content, objectives, related research, related communication courses.

Part III. Where? Junior College

Includes resources for both the general and technical curriculum.

Part IV. Why? Business Vocations

Includes career opportunities, job placement, cooperation with community businesses and industries, needs as defined by business and industry.

Part V. How? Methods of Instruction

Includes both traditional and individualized methods, effects of automation upon teaching methods, activities recommended for classroom use, testing, evaluation, audio-visual aids and other resources and materials.

When? In the 70's

ANNOTATED BIBLIOGRAPHY FOR BUSINESS ENGLISH
FOR SECRETARIAL PROGRAMS IN THE JUNIOR COLLEGE

Part I. Secretarial Students and Business English Teachers

Becker, Esther R. How to Be an Effective Executive Secretary. New York: Harper & Brothers, 1962, 211 pp.

The executive secretary can learn from this book how to handle people, to delegate and supervise, to make decisions, to think creatively, to instruct, to communicate effectively, to organize and simplify work, to manage time, and to sell ideas.

Biegeleisen, J. I. How to Go About Getting a Job with a Future. New York: Grosset & Dunlop, Publishers, 1967, 96 pp.

This book provides job seekers and vocational counselors with up-to-date information and techniques necessary to establish sound vocational goals that will pay off with rewarding employment. A result of three years' research, this book is helpful to counselors of junior-college students.

Brannen, Ted R. "A Dean's Perception of Business Communications," Journal of Business Communications, 7 (Summer 1970) 35-58.

From the University of Houston, the author suggests why students, who criticize communications courses, rate them so high once they become alumni. He recommends measures

for improving the status of the communications profs: provide editorial services to colleagues; teach other courses as well, publish, improve dramatically the communication ability of students, innovate teaching methods, teach communication theory, find out how one gains acceptance of change in organizations and how one motivates individuals to become personally committed to actions needed.

Brown, Newell. <u>After College What?</u> New York: M. W. Lads Publishing Company, 1968, 246 pp.

Written to undergraduates to assist them in making appropriate career decisions, the book deals with both self-understanding and the choices in the world of work. Sixty-two different careers are explored, including a description of the work, prospects, preparation required, advancement expected, salaries, kinds of people attracted by it, and sources of information.

Brue, Eldon J., et al. "How Do Community College Transfer and Occupational Students Differ?" ERIC, ED 049 723, February 1971, 31 pp.

Data were gathered from a sample of 924 full-time freshmen and sophomores in transfer and occupational programs in three Iowa community colleges; 79 variables were examined. Differences were reported in personality, various competencies, interests, academic aptitude, educational aspiration, and socio-economic background.

Byrnside, O. J., and James H. Wykle. "Planning a Business Career." Business Education Forum, March 1972, pp. 17-20.

This article is part of a series in up-to-date information dealing with major occupational clusters represented in the world of work. The entire series, reprinted in a special booklet, is available for use in guidance and counseling. Included as well are sources for additional information.

Cross, K. Patricia. "Occupationally Oriented Students." ERIC, ED 043 328, AAJC, Washington, D. C., November 1970, 4 pp.

This research review combines findings of recent studies about junior college vocational and technical students and develops a tentative description of their background and characteristics. Comparisons with students at other institutions and in other programs in higher education are frequently drawn.

Denholtz, Elaine. "Give Them a Performance." Today's Education, 59 (October 1970) 55.

Every teacher wants to make his students care about the subject, to engender excitement and involvement. He can do this by consistently "giving them a performance." The teacher sells himself first--his competence, knowledgeability, scholarliness. Does he understand timing? Is his voice interesting? Does he give creative assignments? Does he employ media? Can he make his students laugh? Argue? Angry? Curious?

Garbin, A. P., and Derrold Vaughn. "Community Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experiences, and Perceptions." ERIC, ED 057 196, September 1971, 280 pp.

This is the first of four planned publications based on the results of a national survey concerned with furthering understanding of enrollees in junior-college occupational programs. The study offers recommendations: (1) Increasing the extent to which post-secondary occupational education will have broader societal exposure, a more positive evaluation, and a greater student accessibility; (2) the vital role played by guidance and counseling personnel; (3) the danger of applying stereotypical definitions to vocational students; (4) need for broader training programs and (5) directions for further research.

Goldenthal, Allan B. Your Career Selection Guide. New York: Simon & Schuster, Inc., 1967, 122 pp.

The author provides job descriptions, aptitudes and special characteristics necessary for success, key high school subjects required, college degrees required, and key college subjects.

Guth, Hans P. "Teaching English Today: An In-Service Guide Prepared for Use with American English Today." ERIC, 1970, 204 pp. Available McGraw-Hill, New York.

This book reviews for both the experienced and the new teacher the essential developments in the teaching of English language and composition. Materials contained in

the book are designed for individual study or workshops or conferences. Chapters are as follows: (1) Linguistics (2) Grammar (Traditional, Structural, Transformational) and exercises (3) Usage (4) Composition (Examples and Prose Models (5) English Teachers and Minority Culture.

Harris, R. L. "What Preparation Do Technical Secretaries Need?" Business Education World, 47 (November 1966) 24-25.

Mr. Harris answers his question this way: a comprehensive background in basic verbal, mathematical, mechanical and reasoning skills, better than average intelligence, with personal characteristics of responsibility, accuracy, and the ability to think for oneself are considered more important than superior performance in clerical skills. Author provides a curriculum model for a technical secretarial program from Grade 9 through 13.

Haven, Elizabeth W. "Improving Placement Methods in Junior College." ERIC, ED 047 668, 1970, 11 pp.

This study compares junior college students assigned to remedial sections in English and math and those entering directly into regular courses. Students' grades were higher in the regular English course if they had had remedial work the previous quarter. The results of the study throw light on factors that may unnecessarily restrict the access of students to specific courses or programs of study.

Heinkel, Otto A., and Richard H. Peerson. "Analysis of Prospective and Present Students in the San Diego Junior Colleges Relative to Their Vocational Programs." ERIC, ED 049 733, March 1971,

89 pp. Bureau of Research, Washington, D. C. #BR 9-1-008. The main purpose of this study was to develop predictive expressions for community college curricula, particularly in the vocational areas that would indicate the probable success of entering freshmen. The study, conducted at San Diego City and San Diego Mesa Colleges during 1967-68 included 2279 studetns. Conclusions: (1) ACT scores do not significantly improve the validity of predictive expressions based exclusively on non-test variables and (2) expressions developed from the 12 predictor variables have no greater accuracy than the simple predicion that all studetns will receive a grade-point average of 2.00 or better.

Holt, John. How Children Fail. New York: Pitman Publishing Company, 1964, 181 pp.

Mr. Holt's thesis is that children fail because the schools are thwarting them; he proposes classrooms "in which each child in his own way can satisfy his curiosity, develop his abilities and talents, pursue his interests and get a glimpse of great variety and richness of life."

Huffman, Harry, et al. "Modifying Disadvantaged Students Perceptions of Office Work." ERIC, ED 055 207, 1971, 96 pp. Available: Supt. of Documents, U. S. Govt. Printing Office, Washington, D. C. 20402 (Stock #1780-0846).

BOOST (Business and Office Occupations Student Training) is a research and development project devoted to the employment of programs in office occupations for disadvantaged students.

Koos, Leonard V. The Community College Student. Gainesville: University of Florida Press, 1970, 580 pp.

A definitive description of the full-time community college student, published by the authority who wrote the first recognized landmark contribution in higher education about the junior college in 1924, this synthesis is based on more than three hundred researches in the behavioral sciences and on an extensive body of materials dealing with the post-secondary student and his needs.

Kurtz, Margaret. "Technical Secretarial Program at Colby Junior College, New London, New Hampshire." Business Education World, May 1963, p. 18.

The author describes the program for technical secretaries, accomplished by the addition of one course in technical dictation to the legal secretarial program. The text was compiled by two members of the department, Dictation for the Technical Secretary. Its objectives: to develop the student's ability to construct technical outlines, his mastery of English mechanics through proofreading and transcription, his knowledge of terminology.

Leslie, Louis A., and Kenneth B. Coffin. Handbook for the Legal Secretary. St. Louis: Gregg Div., McGraw-Hill, 1968, 378 pp.

An excellent text for legal secretary training, useful as well to the business English student because of the glossary of legal terms and the letters for practice in the use of those words.

"A Little Bit of Tact and Talent," Business Education Forum, March 1972, p. 45.

This article considers briefly the qualifications and role definition of a modern secretary. It describes as well such opportunities as typing "pools" and "temporary" positions.

Livesey, Herbert B. Anyone Can Go to College. New York: The Viking Press, 1971, 208 pp.

A useful book for the junior-college counselor by a college admissions officer for the last twelve years at New York University.

Marlow, Claudia C., and Richard S. Marlow. "Career Study: A Key to the Future." Business Education Forum, March 1972, pp. 58-60.

Based on the premise that "students should plan for what they want to be rather than drift toward what they have to become," this article is helpful to the business educator in counseling students in planning their careers.

Millman, Jason. "Teaching Effectiveness: New Indicators for An Old Problem" Educational Horizons, 51:2 (Winter 1972-73): 68-75.

Dr. Millman, Professor of Education at University of Michigan, says teacher trainers should resist insisting on teaching behaviors not shown to relate to pupil growth. He approves Rosenshine and Furst's list of five behaviors for teachers: (1) Clarity of presentation, (2) use of variety, (3) enthusiasm, (4) task-oriented and business-like behaviors, and (5) pupil opportunity to practice the criterion tasks. He also recommends nonverbal approval, praise, warmth, student participation, and equal ratio of indirect to direct teaching.

Morgenstein, Melvin, and Harriet Strongin. "A Study of Student Dropouts from Vocationally Oriented Business Programs at Nassau Community College, Garden City, New York." ERIC, ED 044 100, July 1970, 122 pp.

This study is an examination of the attrition in the business programs at Nassau Community College. Reasons for dropout were sought via data collected from school records and questionnaries (included in the appendix); interviews were conducted with heads of business departments at eight other community colleges. Combining these data, authors present conclusions for such questions as admission criteria for business students as compared with other freshmen, performance of students with or without business courses in high school, reasons for going to college, schools to which business students transferred, and job placement after attending Nassau. Tables are used to illustrate their findings.

Murphy, James P. "The Emergence of Continuing Education/ Community Service/ Adult Education as a Community College Function." ERIC, ED 048 854, September 1969, 13 pp.

The report focuses on the history and development of the community college functions. The continuing education functions have shown significant progress over the past forty years.

The National Interest and the Teaching of English. Champaign, Illinois: National Council Teachers of English, 1961, 140 pp.

This committee report, beginning with the NCTE resolution to stress the humanities, discusses the status of English

teaching today, the need for better teachers of English, the need for better teaching conditions, and the need for better and more basic research in English. Significant are the explicit suggestions for research. Important as well is the outline of a standard of preparation for English teachers on pages 40-42.

Measham, Ernest Roy. "Faculty Acceptance of Organizational Values in the Junior College as Indicated by Disposition toward Vocational Education." ERIC, ED 057 203, 13 June 1968, 276 pp.

A doctoral dissertation available at Box 1764, Ann Arbor, Michigan 48106 (Order # 69-3547), the author studies the degree of acceptance by junior-college faculty of the public comprehensive junior college. Conclusions: (1) Most teachers acknowledge the legitimacy of the vocational education function; (2) those more favorable to vocational education are also more favorable to the organizational ideology; (3) more teachers acknowledge the legitimacy of vocational programs with low theoretical stress than those of high stress; (4) teachers tend to be oriented toward establishment views and (5) teachers with three years or longer service are more favorable toward bureaucratic values.

Noyes, Nell Braly. Your Future as a Secretary. New York: Richards Rosen Press, Inc., 1963, 158 pp.

Written by an experienced lifetime secretary, this book is helpful to the person who has decided to be a secretary or one who would like to be but just does not know what to expect or where to begin. It includes chapters on basic

qualifications, schooling, personal assets, expected pay, job hunting, etc. The business English teacher should recommend this for student reading when counseling or for oral reports in class.

O'Connell, Mary M., and Russel J. Hosler. "Predictors of Success in Shorthand." Journal of Business Education, 44 (December 1968): 96-98.

Findings of this study show that the two factors which correlate highest with shorthand achievement are GPA in high school and scores on the Turse Aptitude Test. Students with GPA of less than "C" overall in high school were those who received "D" in shorthand. Those who ranked in the lower quartile on the Turse Test show inability to attain minimal achievement in shorthand. In counseling students, one must use as many factors as possible in making recommendations. Using one factor alone, one cannot predict success or failure.

Parker, G. G. "Enrollments in American Two-Year Colleges 1972-73: Statistics Interpretations and Trends." Intellect, 101 (April 1973): 457-74.

Public two-year schools show sharp rise of 6.2%; in the 356 respondent two-year public post-secondary schools, there were 764,449 full-time students. Gain in part-time students was 12.9%. Predictions are that two-year colleges should continue to have an increasingly significant role in responding to the career-education needs. Problems identified for the two year college: status in the academic

community, curricular innovation and revision, financial support for expensive programs, recruitment of students and faculty. University branch colleges rose 9.6%; technical and vocational institutes 11.3%. From 17 to 20% of the students in the two-year colleges are enrolled in business programs. By far the largest percentage are enrolled in the arts and humanities.

Peterson, Clarence E. Careers for College Graduates. New York: Barnes & Noble, Inc., 1968, 334 pp.

A book to assist college students in career planning, career advancement, and career development; occupational digests are included as well as average salary expectations, current and future employment possibilities, worker trait requirements, and a list of selected publications for additional information.

Piserchio, Rosemary. "Preparation for Medical Secretaries." Business Education Forum, 24 (November 1969): 8-9.

From San Francisco State College the author states that since on-the-job training for medical secretaries is impractical, if not impossible, many junior colleges are preparing students as medical secretaries (1) to familiarize the student with medical terminology (2) to provide training in general medical procedures, hospital procedures and general working of insurance claims, (3) to provide training in office procedure and communications, (4) to develop understandings of medical ethics and medico-legal principles. She describes in detail the medical-secretarial program at San Mateo Junior College, California.

Pitcher, Robert W., and Babette Blaushild. Why College Students Fail. New York: Funk and Wagnalls, 1970, 263 pp.

The results of a study begun in 1964 at the Educational Development Center in Berea, Ohio, of 600 college-failures from 250 different colleges show that such failures result from lack of potential, inadequate concept of work, importance of other activities, interference from psychological problems, failure to assume responsibility, inhibition of language functions, lack of students of quality, inappropriate major, vagueness about long-term goals, selection of wrong college. A profile of failure: he has underachieved for a long time; his concept of himself in academic situations is negative; he has serious problems in forumlating goals that have meaning to him; he is generally out of harmony with the system of education as it exists. Tests useful in diagnosing educational problems and a bibliography are include-d.

Popham, Estelle L., and Blanche Ettinger. Opportunities in Office Occupations. New York: Universal Publishing and Distributing Corporation, 1972, 128 pp.

This vocational guidance manual available at 235 East 45th Street, New York 10017, offers up-to-date information about career opportunities and guidance for the clerk, stenographer, secretary, bookkeeper; statistical charts are included which show employment percentages in these areas.

"Preparing Instructor-Counselors for the Underachieving College Students." ERIC, ED 052 139, November 1970, 27 pp.

An Achievement Award Entry prepared by the Cleveland State University College of Education, this study outlines an instructor-counselor program designed to prepare teachers for special services in junior colleges, especially in student development programs concentrating on basic skills. The full-time program consists of fifty quarter hours of graduate work culminating in the M.Ed. Degree. The part-time program consists of a minimum of nineteen quarter credits. Participants, recruited largely from staffs of area community colleges, use these graduate hours to develop added skills to work with high-risk students. Plans have been made for evaluation of the program.

"Profile of the Secretary in the 70's." Secretary, 32 (April 1972): 29-32.

This article provides the results of a survey of readers of Secretary magazine. On the average the secretary of the '70's has worked for ten or more years for the same boss. She owns her own car, lives in her own home, earns an average $154 per week. Her children are grown; 40% of the secretaries list their salaries as the only means of support. Many of the characteristics of modern secretaries are presented here.

Sandman, Peter M., and Daniel R. Goldenson. How to Succeed in Business Before Graduating. New York: Macmillan, 1968, 278 pp.

Written for student mini-moguls whose campus enterprises have helped finance their education, this book advises the student with salable skills, such as typing, how to sell his product.

Schuessler, Raymond. "An Outline for the Technical Secretarial Curriculum." Journal of Business Education, 35 (March 1961): 245.

Preparation for technical secretaries is outlined by the author: chemistry, physics, field trips to industry, besides the regular secretarial skills courses, for the preparation of secretaries needed by engineering firms.

Sheldon, M. Stephen. "Entrance and Placement Testing for the Junior College." ERIC, ED 044 110, December '70, 4 p.

This research review discusses the use of traditional psychometric devices to predict an individual's academic performance and to determine his admittance into a particular curriculum, particularly in the open-door community college. Most reported uses of the typical achievement or aptitude tests appear to ignore such critical elements as (1) factors influencing the size of the validity coefficient, (2) descriptors of the sample used for correlations, (3) the standard error of estimate and (4) standardized regression coefficients in the actual regression equation. Past research has indicated that little can be added to high school GPA as a predictor of college success. A more appropriate alternative is to determine entry-level skills required by a particular course or curriculum and to develop procedures that permit evaluation of these skills. This encourages course and curriculum admission criteria to be related as closely as possible to course content, rather than to a construct called academic aptitude. Such an approach

can be implemented through counseling and encouraging students to attempt only those courses for which they have a high probability of success.

"Shorthand Circa 1972." Today's Secretary, October 1972, p. 32.

This article is useful in counseling stenographers about what it takes to enter the job market in the Eastern, Mid-continent, and Western regions of the U. S. and what the average salaries are in each area.

Siegel, Max, ed. The Counseling of College Students. New York: The Free Press, 1968, 467 pp.

This book is a collaborative effort on the part of a group of Brooklyn College colleagues to write a chapter each, based on their experience, for prospective counselors of college students, their functions, practices, and techniques.

"Vocational Competency Examination for Preparing Teachers and Teacher Cordinators in Vocational Business and Office Education, ERIC, Ed 042 893, 1970, 31 pp.

Sponsored by Michigan State Department of Education, a competency exam was developed to help in certification as well as to increase the supply of business and office education teachers. Exam consists of three parts designed to test competence in technical content and skills, professional vocational teacher education, and work experience. Suggestions are given for the type of exam to test each competency area as well as for administering procedures. The letter of inquiry, mailing list, and supplmentary comments are appended.

Weigel, Mark. "A Comparison of Persisters and Non-Persisters in a Junior College." ERIC, ED 044 115, 1969, 24 pp. Paper presented at the EPDA Institute for Advanced Study in Student Personnel work in Junior College and Technical Institution, University of Missouri at Columbia contains the following conclusion: The group of persisters differed significantly from the non-persisters in selecting more often "preparation for a better paying job" and "encouragement by people outside the college" as reasons for attending a junior college. Appraisals of the college services showed persistors significantly more negative about required general orientation course and significantly more positive about instructor assistance, campus recreational facilities and emphasis on cultural and intellectual pursuits outside the class. The two reasons most often selected for leaving the college were "that another school would offer more of what I was interest in" and a general feeling of not getting anywhere.

White, L. A. "Preparing to Teach at the College Level." Business Education Forum, 27 (March 1973): 34-35. From Madison College, Harrisburg, Virginia, the author tells of her experiences in preparing for a first teaching job--teaching secretarial skills in the four-year college. She recommends the use of the problem-solving approach to preparation, which she says is the key to being at ease in a beginning teaching job.

Whitfield, Edwin, and Richard Hoover. Guide to Careers Through Vocational Training. San Diego: Robert R. Knapp, Publisher, 1968, 312 pp.

This book fills a need for occupational information that provides students with meaningful data regarding jobs in which they are interested. The section on clerical occupations is of special interest to the junior college business English teacher, pp. 170-215.

Wiggs, Gar land D. Marketing, Business, and Office Specialists. Chicago: J. G. Ferguson Publishing Company, 1970, 393 pp.

A foreword written by J. C. Penney, this book is useful to the junior college counselor in business education subjects. Of special interest are the sections on "legal secretary, medical secretary, secretary and stenographer, and technical secretary. Illustrations are up to date numerous throughout.

Part II. What? Business English Course Content

A. Objectives and Subject Matter

Alderson, John W. "Determining the Effects of Order of Presentation in Special Request Letters." Journal of Business Communications, 7:3 (Spring 1970): 31-40.

This research study showed no significant difference exists in the order of presentation in special request letters: 1. Attention 2. Desire and Conviction 3. Action. Findings shoed that rearranging the order brought no significant difference in response.

Anderson, Bernice. "Business Teacher: Are You Prepared to Teach Reading?" Business Education Forum, October 1971, pp. 3-4.

From Odessa, Missouri, School District #7, the author provides answers to the question "How does the business teacher develop techniques of teaching reading skills? Those skills necessary for business students are (1) ability to understand general and technical vocabulary, (2) ability to survey materials, (3) ability to set purposes, (4) ability to perceive organization and develop comprehension skills, (5) ability to adapt to flexibility, (6) ability to skim for basic information, (7) abiity to handle graphic and illustrated material, (8) ability to utilize many sources, and (9) ability to do critical reading.

Barksdale, Marjorie. "A Program to Discover an Effective Method of Teaching Communication Skills to College Freshmen Who Have One or More Deficiencies in the Ability to Communicate in Writing." ERIC, ED 056 029, 1971, 56 pp.

A summary of the conclusions of this study: (1) A programmed approach to learning must have a valid, precise, and complete statement of objectives; (2) the innovational teaching approach must be proved markedly superior to the conventional classroom procedures if a change is justified; (3) the program should be structured toward the "average" student but should allow for individual rate of progress with an open-end semester.

Barnes, Larue. "Learning Telephone Techniques for the Business Office." Business Education World, May-June 1972, p. 27.

Because of the importance of telephone techniques, the author outlines a week's unit on business telephone usage for the business English class, including the use of telephone training equipment, for the speech content.

Basham, Kialeen S. "Business English and the High School Business Student." Balance Sheet 49 (February 1968): 244-46.

From La Plata High School, Maryland, the author suggests a business English course outline for secretarial and non-secretarial students. Needing a course in grammar rather than literature, the business student should take business English as a substitute for regular English in both the 11th and 12th grades. Her recommendations for the stenographer's business English include spelling, punctuation, capitalization, good grammar; 12th grade, refinement of speaking and writing ability, dictation by telephone, in conferences, in the office, and the secretary's giving of dictation.

Batchelor, Eric B. "Basic Business Instead of Shakespeare." Balance Sheet, 50 (April 1969): 352-53.

From Coolidge High School, Arizona, the author describes a practical business English course for vocational students: basic grammar, spelling, communication techniques, and basic business understandings, including enrichment activities such as films, guest speakers, and field trips.

Bernstein, Theodore M. Miss Thistlebottom's Hobgoblins. New York: Farrar, Straus and Giroux, 1971.

Quoting the author (p. xii), "There is a perfectly legitimate code governing grammar, usage, and style, but the code is set up neither by cranks nor by know-nothings. It derives from the generally accepted standards of educated users of the language, often but not always influenced by what the masses say. What the code does not need is ex cathedra injunctions by tinkerers who would tamper with idioms, invent grammatical rules and clamp word meanings into an everlasting vise. To resist them is almost as necessary as to resist those who maintain that whatever the people say is fine. Both camps contribute to confusion and imprecision. What we require is neither a language that is cramped nor a language gone wild." The book is directed at journalistic writing, but has useful lists of taboos, bugbears, and outmoded rules of English usage.

Blount, H. Parker. "Grammatical Structure and the Recall of Sentences in Prose." American Educational Research Journal, 10:2 (Spring 1973): 163-68.

Recall of active sentences is superior to the same sentences in the passive voice. This study is a replication of a previous study, to determine whether recall is better if events are in the same sequence in a sentence as their correct temporal order; it is.

Blount, N. S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1969." English Journal, 59 (May 1970): 677-90.

Mr. Blount, University of Wisconsin, summarizes investigations in English for the secondary school in 1969, pointing out that significant studies were those by Mellon (1969), to be classed with those of Loban (1966) and Purves (1968)

Bossone, Richard M., ed. Teaching Basic English Courses. Cincinnati: Van Nostrand Reinhold Company, 1971, 408 pp.

Professor Bossone of Baruch College of CUNY has collected essays from important educators in the junior college, including many of his own. Several of the essays deal explicitly with junior-college students who need remedial English instruction.

Calhoun, Calfrey C., and Mildred Hillestad. Contributions of Research to Business Education. Washington, D. C.: National Business Education Association, 1971, Yearbook #9, 374 pp.

This yearbook's highlights relate the significant advances business educators have made through research in educational theory and technology. Of interest to the business English teachers is Chapter 12, p. 105 ff., "The Teaching of Business English and Communication," as well as Chapter 18, p. 168 ff., "Business Education in Junior Colleges."

Ciardi, John. "Hanging Around Words." Saturday Review, 55 (11 March 1972): 14.

For comparison purposes with the study of words and usage in a business English course and that in a poetry course, one

may wish to consult this article about the poet's need to trace words "to their furthest reach."

Clemmer, David. L. "Office Skills Survey," The Balance Sheet, 54:8 (May 1973): 353-55+

Mr. Clemmer surveyed 161 business organizations to determine the skills which were essential, desirable, and not needed in each organization. The tabulation of the results of this survey appear in this article.

Cohen, Arthur M., et al. "Factors Accounting for the Variance in Junior College Students' Composition Writing." ERIC, ED 060 829, Washington, D. C.: National Center for Educational Research and Development (Bur. No. BR O-I-051), June 1971, 32 pp.

This study explores growth in written composition in the community college by using a group-devised scoring key to score pre- and post-compositions. The study was conducted in three community colleges in southern California with each student's writing ability being measured by comps written during the first and last weeks of an eighteen-week semester. No significant changes in writing ability were detected in this study through a comparison of pre- and post-Means for the total sample or for any of the three colleges. An analysis of individual scores indicated that almost all student scores changed slightly during the semester. This study supports the use of a cooperatively developed scoring key to reduce rater bias. It does not support the assumption that community college students

improve their writing skills following eighteen weeks of instruction in composition.

Cole, Wayne H. "The Characteristics of Written Communications and Attitudes Toward Communication in a Selected Corporation with Implications for Improvement in Business Writing Instruction." Journal of Business Education, 46 (April 1971): 298.

This doctoral study at Oklahoma State University includes these findings: (1) Modern writing textbooks are presenting theory that is applicable to the types of writing in industry; (2) business teachers need to know more about how to help students develop the proper attitude toward writing; (3) business educators should motivate students by impressing them with the fact that success in industry depends on their ability to communicate; (4) programs should include business-letter writing; (5) conciseness, correctness in grammar and spelling and the principle of communication process are important aspects of written communication instruction.

"Communication." Business Education Forum, October 1971, p. 51

A review of Gayle A. Sobolik's dissertation at the University of North Dakota at Grand Forks, this article summarizes findings about trends in letter-writing theory. Relevant especially to business English in the junior college are the characteristics of business letters being increasingly stressed: clarity, correctness, completeness, conciseness, concreteness, unity, coherence, emphasis, consideration, courtesy, character,

personalization, tone, the "you" attitude.

"Communication Survey of Business" Business Education Forum, October 1971, p. 48.

A review of Caroline M. Otwell's dissertation "Analysis of Business Letters Written by Selected Administrative Management Society Members," completed at Georgia State University, Atlanta, provides a summary of her findings; of interest to business English students is that (1) 6% of the sample letters were rated as acceptable; (2) deficiencies are noted along with most frequent type of errors; (3) their "Fog Index" average is 10.9; (4) the majority of firms do not use a letter-writing manual, outside consultants, full-time correspondence specialists or special staff of correspondents.

Croll, Cross. "Teaching Vocabulary." College Composition and Communication, 22 (December 1971): 378-80.

From Broome Community College in Binghamton, New York, the author recommends a relevant approach to teaching vocabulary. Rather than using the traditional ineffective method of rote memorization, he cast the words for study into sentences related to the student's experience. In addition, students kept records of "word encounters." He also used open-book tests from literature read, permitting students to look up and define words from the literature.

Cronnell, Bruce. "Spelling-to-Sound Correspondence for Reading versus Sound-to-Spelling Correspondence for Writing." ERIC, ED 057 024, 1971, 9 pp.

While dialect variation can be accommodated in reading, it can not be in spelling, where no response variation is permitted. Correspondences are not generally reversible and complementary correspondences differ in complexity. Implications for the design of a spelling component within a unified communications skills program are presented.

Cross, K. Patricia. Beyond the Open Door. San Francisco: Jossey-Bass, Inc., 1971, 200 pp.

A study sponsored by Educational Testing Service, Center for Research and Development in Higher Education, Berkeley, and the College Entrance Examination Board, results show that the majority of "new students" in junior colleges promise to be from the lower third of their graduating class and from the lowest group socio-economically. Most will not necessarily be from minority groups; they are distinguished by their experience with failure; this book offers concrete suggestions for change, based on designing new programs to fit students rather than redesigning students to fit old programs. Providing a re-orientation to learning itself is the first business. Give him goals he can succeed at. "Enabling people to hear--however, whenever, and whatever they have a need or desire to learn--is the aim of all education."

"Develop the Dictionary Habit." Today's Secretary, September 1967, p. 32.

This article gives recommendations to the secretary about using the dictionary. "Pick one that is up-to-date and thumb-indexed, desk-size." Concise depiction of its use.

DeVries, James. "Toward a More Humanistic View of Development: Adult Education's Role." Adult Education, 23:3:234-242 (1973). Author discusses the basic aims of education: to "develop people"; to solve problems for people is not the aim, rather to develop people so that they will be able to solve their own problems. He agrees with Freire who, e.g., does not focus on teaching people to read and write but rather to use literacy as a tool in helping gain better understanding of their situation and how to change it. The learning experience must be a "sharing" one: the teacher must be a learner and the learner a teacher. Defining development in economic terms is inadequate.

Donelson, Kenneth L. "What's an English Teacher to Do About Boredom on Monday Morning or Monday Afternoon or Tuesday or...?" ERIC, ED 064 282, April 1972, 13 pp. A discussion of ways to motivate English students is presented. Five questions are presented for answering: (1) Do kids really want to be bored? (2) Why is their background so limited? (3) How do we motivate studetns without being hams? (4) Why do kids have to be entertained in every class? (5) Should we drop all boring English classes? Part of the responsibilities are as follows: some teachers are boring; a ham is a fine idea if it helps the student to acquire a sense of excitement; good education is entertaining. This discussion includes audio-visual suggestions.

Douglas, George H. "What Should the Business Writing Teacher Teach?" Journal of Business Communication 8:3 (Spring 1971):3-4.

Douglas, George H. "What Should the Business Writing Teacher Teach?" Journal of Business Communications, 8:3 (Spring 1971): 3-4.

Editor of the Journal...says what is needed is "a course in the dynamics rather than the statics of writing." What is also needed is a practical course which takes up a large number of realistic business writing situations and gives students a chance to rip into them using their own ingenuity, imagination, and common sense. Such a course avoids both the lectures of Aristotle and the cookbook formulas of the old-fashioned business English text, and steers itself directly toward present business writing experiences as they are likely to be encountered in everyday life."

Dreher, Barbara. "Groom Your Speech." Today's Secretary, October 1967, p. 37.

The author provides a quiz to determine the speech image for the secretary through the way words are pronounced. "People can estimate your status, schooling, background, and home state on the basis of speech characteristics." Easier than changing that, she says, is to improve your pronunciation.

Dyer, Frederick C., and John M. Dyer. "How to Be a Good Business Speech Writer," Journal of Business Communications, 7:2 (Winter 1969): 29-36.

Includes tips for successful speech writing for "ghost" writers: (1) Work closely with the speaker (2) Allow for twice the time that seems needed (3) Use the "staffing" approach with caution (4) Find out about the audience, the

place, the time, and the speaker's ability (5) Ask the speaker to look over your rough draft early in the game (6) Avoid the "talking about" trap; have something to say (7) Finally, don't reduce your price. The good speech writer is a professional.

Emery, Raymond C. "English Themes Center on Vocational Guidance." Journal of Business Education, 47:9 (May 1973): 532-33. The author describes a senior-English research project democratically developed entitled "Survey of Interests and Aptitudes," developing answers to "On the basis of what I have done and what I am able to do, what vocation or vocations should I choose?"

Fader, Daniel N., and Elton B. McNeil. Hooked on Books. Berkley: Berkley Publishing Corp., 1966, 236 pp. Of significance to the business English teacher in the authors' English-in-every-classroom approach are the ideas about the availability of paperbacks, the uses of the daily journal, and the uses of simply "copying" good writing to disadvantaged students.

Ferguson, Shela. "Revolution in the Classroom: Underground English." Clearing House, 47 (September 1972) 47-51. Quoting Neil Postman and Charles Weingartner recommendations for teaching include taping on one's mirror: (1) What am I going to have my students do today? (2) What's it good for? (3) How do I know? The author recommends studying both good and bad writing and having the students analyze it rather than falling into the traditional pattern. What

makes one writer better than the other? His phrasing? His sentence variety? His wording? His use of dynamic verbs? The greatest farce of all, she says, is the objective to instill an appreciation of the cultural heritage. Give the student more time to read in class. Both practical reading and listening skills should be emphasized, and propaganda should be analyzed--not poetry.

Filiere, Margaret. "The Effects of Federal Funding on Business and Office Education." Business Education Forum, 26 (October 1971): 34.

A master's thesis for the University of Toledo, findings included: (1) Of 54 states 19 had a state superintendent of business education before 1963. (2) The ratio of men to women was 4 to 1 in this position (3) Fourty-four superintendents indicated they had had business experience in accounting, administration, and clerical/stenographic work.

Flesch, Rudolf. How to Make Sense. New York: Harper & Brothers, 1954, 202 pp.

The author's aim is to show his readers how to improve their communication either oral or written. He states, "The first few chapters of the book deal with some of the current superstitions in the field of language. The rest of the book deals mainly with basic, essentially simple things: your choice of words, the rhythm of your speech, the relation between you and your audience, how to get ideas."

__________. How to Write, Speak, and Think More Effectively. New York: Harper and Brothers, 1960, 355 pp.

The author's advice includes the following: Listen to plain talk, gossip, use live words, talk about people, use first person singular, be exact, use lots of quotes, aim for readability and saving your reader's time.

Foley, L. "What Do You Mean, Grammar?" Business Education World, 44 (February 1964): 26-27+

Mr. Foley believes the handbook approach to grammar is wrong. "The more profitable way would be to look into the how and the why of the correct form of expression, and thus to gain a better understanding of the ways of our language, its true personality....The definition of any word in the dictionary assumes that the rest of the language is already familiar to the searcher....Real grammar is the very life of the language, without which relationships of id eas could not be made clear."

Fryburg, Estelle L. "Instruction in English Syntax as Related to Achievement of Community College Students." ERIC, ED 065 122, 106 pp. Washington, D. C.: DHEW/OE (Bur. #BR-1-B098)

This study attempts to determine relationships among the understanding of English syntactic patterns, reading achievement, and GPA by students at Bronx Community College. Students used in the study were 124 entering freshmen who scored below 60 on the Nelson-Denny Reading Test and who were enrolled in the reading and study skills lab course. A test of sentence meaning was given to evaluate student knowledge of English syntax. Lectures, classroom procedures, course outlines and requirements and grading procedures were the

University in 1970 revealed that the average number of reports written in all course enrollments for the College of Business was 1.35; the lengths of the reports were mainly in the 2 to 3-page length; 56% said they spent fewer than four hours preparing and 59% said they had not spent any time in the library in their preparation. 78% said they had plagiarized; overall GPA: A = 4.9% B = 41%; C = 44%.

Ghatala, Elizabeth S., Joel R. Levin, and Larry Wilder. "Apparent Frequency of Words and Pictures as a Function of Pronunciation and Imagery." Journal of Verbal Learning and Verbal Behavior, 12 (February 1973): 85-90.

Results of this study lend strong support to the frequency theory. Recognition memory for pictures has been consistently demonstrated to be super ior to memory for their verbal labels (Fozard and Lapine 1968; Jenkins, Neale, and Deni, 1967; Pavis and Csapo, 1969). Frequency theory can account for the superiority of pictures over words in both discrimination learning and recognition memory tasks.

Gryder, Robert, and Lohnie Boggs. "Factors Involved in Type-Writer Transcription." Business Education Forum, February 1971, pp. 47-48.

In an article about the nature of typewriter transcription, the authors deal with a definition of "mailability": "a comunication that can be dispatched by an executive without further reference to the secretary for major or minor corrections."

Hall, John D. "Make Communication Realistic." Balance Sheet, 53 (September 1971): 9+.

On the faculty at Illinois State University at Normal, Mr. Hall recommends ways to eliminate barriers to good communication. (1) a required course in business communications that would include business correspondence, business report writing, inter- and intra-personal relations and group dynamics. He includes ideas for simulation activities for the business communications classroom.

__________. "Students Need to Learn Interpersonal Communications." Business Education Forum, February 1972, pp. 7-8.

Mr. Hall provides classroom exercises which explore "feelings" communicated orally and non-verbally as related to the business world.

Hammond, William T., Jr. "Follow-up Interviews with Former Students [Junior-College], ERIC, ED 063 091, May 1972, 9 pp.

This paper was presented at the annual convention of International Reading Association, Detroit, stating that little has been done to improve listening skills; the author lists some of the deficiencies assigned to listening, (2) examines the dichotomy between the listening goals of two- and four-year colleges and the actual time colleges spend in listening instruction, (3) reports on the standard listening practices of note-taking as an effective means of improvement of listening comprehension and (4) points out the confusion and contradictions surrounding the information on listening. An organized, coordinated program is needed.

Hansen, Richard C. "A Study to Determine the Degree of Agreement on the Content and Objectives for Preparation in Communications for Business Students at the College Level." Business Education Forum, 27 (October 1972): 39.

A review of a doctoral dissertation at University of Wisconsin, a study to determine the degree of agreement on the content and objectives for preparation in communication for business students at the college level, discloses its findings: business and education experts tend to agree on the content; (2) one of the main areas of disagreement on individual statement comparisons involved speaking and listening skills. Business men in most instances ranked the statements concerned with problem-solving skills higher than did the educators.

Harris, Sidney. "Mini, minu." Saturday Review, 55, 19 February 1972, 9.

Sidney Harris provides evidence that the language changes faster than dictionaries can keep up. Nobody spells "minuscule" correctly, he contends; that's why it is difficult to find it in the dictionary; it's always spelled incorrectly: "miniscule."

Hedley, Martha. "Develop Needed Secretarial Skills," The Balance Sheet, 54:7 (April 1973): 299-300.

As a part of her doctoral dissertation, the author proved that experienced secretaries have a greater ability to make decisions than either post-secondary secretarial students or secondary secretarial students. Her recommendations

for changes in the classroom to increase decision-making skills are included here. One of them is frequent copying from rough-draft copy.

Hogben, Donald. "Curriculum Development and Evaluation: The Need to Look Beyond Behavioral Objectives." Teachers College Research Record, 74:4 (May 1973): 529-536.
The author states (p. 534) that if we use only behavioral objectives and test for them (1) we will not be able to say whether studetns have learned anything else besides what we had planned for them, (2) the emphasis is on teaching and learning what is "known"--not on what is to be "discovered"; it does not cater to individual differences. "There is no room in the behavioral model for teaching that which seeks to encourage and reward: independence of thought, originality, initiative, and imagination.

Hook, J. N., Paul H. Jacobs, and Raymond D. Crisp. What Every English Teacher Should Know. Champaign, Illinois: National Council Teachers of English, 1970, 88 pp.
Based upon a five-year study in Illinois, this report is a distillation of information and beliefs about necessary preparation for English teachers in language, skill in written composition, oral communication, and teaching methods.

Hough, George A. III. "Structures of Modification in Contemporary American English." ERIC, Ed 016 196, 1971, 126 pp.
Available at Humanities Press, Inc., 303 Park Avenue S., New York 10010, this study uses 1200 sentences from metropolitan daily newspapers for two years: 1894 and 1964 to

study modification structure. It is concluded that the system of modification in present-day American English is a formal and intricate system, and in practice a simple system. This study should have some practical use in applied linguistics. Further study along these lines is indicated.

Howe, D. R. "And Now to the Second of the Three R's." Business Education World, 45 (September 1964): 26-27.

Mr. Howe decries the failure of college freshmen and younger students in mastery of writing skills, their tendencies toward disorganized generalities and cloying cliches as well as their inclinations to use a word whose sound they like without knowing its meaning. The fault, he believes, lies in their lack of listening skills. A second handicap is their lack of concentration skills. A third cause is the lack of practice in achieving the eye and hand coordination necessary to copy something accurately. A fourth barrier is insufficient training in outlining before writing. Fifth is the lack of indoctrination in understanding questions that are asked on tests and instructions. A sixth cause is an uncorrected aversion to proofreading or revising. The first two he says must be corrected by parents; the last four by the educational system.

Inman, Thomas H. "A Study to Determine the Effect of Varying the Frequency of Writing upon Student Achievement in Business Correspondence." Business Education Forum, 26 (October 1971): 38.

A summary of the author's findings in his doctoral dissertation at Northern Illinois University, DeKalb, 1970: (1) A significant difference existed between students in the first semester and students in the second semester. The students in the second semester achieved significantly better scores than the students in the first semester, as measured by the Missouri College English Test and the Written Letter Test. (2) No significant difference was found among the four groups of students for both semesters as measured by the same tests. (3) Students who completed only 6 writing problems achieved significantly better than the groups of students who completed 24, 15, and 10 writing problems. (4) There was no significant interaction among the four groups of students nor between the two semesters, based on final test scores.

Ivarie, Theodore. "The Role of Reprographics in Business Education." Business Education Forum, January 1973, pp. 3-5.

Mr. Ivarie of Utah State University, Logan, writes a special series of articles for the improvement in training business education students in "reprographics," especially the four primary equipment processes: (1) fluid duplicating, (2) stencil duplicating, (3) offset duplicating, and (4) copiers.

James, Carlton T., Jack G. Thompson, and Jacqueline M. Baldwin. "The Reconstructive Process in Sentence Memory." Journal of Verbal Learning and Verbal Behavior, 12 (February 1973): 51-63.

This report examines the role of reconstructive processes in

the recall of simple sentences. As both recall and normal speech production are constructive activities, any characteristic patterns identified in speech production should influence the constructions produced in recall. Two characteristic patterns were specified: a preference for active over passive voice and a tendency to begin a sentence with the most salient noun contained in the biases.

Kensky, Harry C. "A Sense of Values in Business Education," The Journal of Business Education, October 1964, pp. 11-13.
From the United States General Accounting Office in Philadelphia, Mr. Kensky maintains that critical thinking powers go to waste unless accompanied by good communication. He identifies clarity and simplicity as qualities of writing that warrant continuous attention. Consideration of who will read it and for what purpose is important along with standards of significance, accuracy, objectivity, conciseness, completeness, constructiveness of tone, and convinceingness.

Kenzel, Elaine, and Jean Williams. "Tie It All Together: English, Composition." ERIC, ED 064 734, 1971, 32 pp.
From Dade County Public Schools, Florida, a quinmester course entitled "Tie it all Together," where students read a variety of short expository pieces, discovering inductively the structure of sentences and paragraphs and then proceed to develop their own. Subject matter includes: word meanings, sentence elements, sentence structure, invention, logical order and style of paragraphs. Students write a

variety of original expository pieces. A seven-page listing of resource materials is included in the course outline here.

Kreidler, Charles W. "Teaching English Spelling and Pronunciation." ERIC, ED 052 656, March 6, 1971, 24 pp.

Paper presented at the Fifth Annual TESOL Covention, New Orleans: The student needs to learn orthography for what it is in a systematic way. This article provides specific suggestions, illustrated by contrastive analysis of pairs of words, for developing the student's competence in this area.

Lamb, Barbara. "Words, Words, Words: English, Vocabulary." ERIC, ED 064 737, 1971, 27 pp.

From Dade County Public Schools, Florida, a quinmester course outline for vocabulary: dictionary skills, word derivations, etc. A seven-page list of resource materials is included here.

L abs and Centers Aim at Educational Improvement." American Education, 6 (May 1970): 35-36.

The Office of Education is seeking to improve education through several kinds of research activities administered by its National Center for Educational Research and Development. For example, fifteen regional educational laboratories established during 1966 are currently in operation. Their work focuses on reducing the gap between research and actual classroom practice. During 1969 the Office of Education allocated more than $21 million in support of the labs. In addition, OE supports twelve interdisiplinary university-based research and development cetners ($11 million allocated

in 1969). One of those is at Ohio State University, specifically dealing with vocational and technical research and development. This article contains tables which show the types of programs conducted at the labs and centers and their fiscal 1969 allocations.

Lamb, Barbara. "What is Langage? English." ERIC, ED 064 727, 1971, 39 pp.

"What is Language" is a quinmester course involving the study of the origin of language, language misconceptions, linguistics, semantics, communication, symbols, persuasion, and word manifestation, word order of English sentences, word classes and structure of words, basic sentences and patterns, levels of language usage, techniques of propaganda, etc.

Lamb, Marion M. Word Studies. Cincinnati: South-Western Publishing Company, 1971, 195 pp.

An excellent text for vocabulary study wherever it is needed, containing definitions, diacritical markings, examples of good usage and exercises for classroom or individual use in the improvement of vocabulary.

Lass, Norman J., and C. Elaine Prater. "A Comparative Study of Listening Rate Preferences for Oral Reading and Impromptu Speaking Tasks." The Journal of Communication, 23 (March 1973): 95-102.

"A paired comparison paradigm was employed to compare the listening rate preferences of 26 adult subjects for oral reading and impromptu speaking tasks. Recordings of a

reading and speech were time-altered by means of a speech compressor to yield nine rates: 100, 125, 150, 175, 200, 225, 250, 275, and 300 wpm. Two master tapes were constructed; tapes were presented to each subject for listening rate preference judging. Results of subjects' evaluations indicate they preferred listening rates similar for both oral reading and impromptu speaking: the most preferred rate was 175 wpm and the least preferred rate was 100 wpm for both. Suggestion for future investigations are provided.

Moeser, Shannon D., and Albert S. Bregman. "Imagery and Language Acquisition." Journal of Verbal Learning and Verbal Behavior, 12 (February 1973): 91-98.

Subjects were given 3200 presentations of sentences in a miniature artificial language under two conditions: sentences were presented either alone or with pictures they described. There was virtually no learning of syntax in the former condition but excellent learning in the latter. Conclusion is that syntax acquisition is initially dependent on semantic processes but later develops some structural characteristics that are independent of concrete imagery.

Levy, Helen Glasser. "A Linguistic Approach to Business English." Journal of Business Education, 45 (March 1970): 241-42.

The author makes an easy distinction between traditional grammar and linguistics: the former treats words separate from their context; linguistics treats words according to their context in the sentence. She recommends a business English class format as follows: three fifty-minute periods

a week; do a writing assignment one day; spend the other days working on the sentence structure through the linguis tic approach.

Long, Jay E. "Give Business English a Chance!" Balance Sheet, 49 (March 1968): 306-8.

From Penn Manor High School, Millersville, Pennsylvania, the author describes what he believes to be an ideal outline for a business English class: two semesters, one of which is devoted to a thorough review of grammar, punctuation, and correct word usage. Grammar should be covered early; students tend to tire of it quickly. Word usage seems to be popular; offer it next. Follow it with the study of punctuation. Include proof-reading problems to avoid boredom. Do a step-by-step research report. Second semester should be devoted to business letters and other business communications, a study of letterheads, methods of paragraphing; have students keep notebooks, copy from poorly written business letters to revise them. Include spelling in this semester. Also vocabulary and public speaking, and a unit on listening should be included. He recommends that a business education teacher teach the course to avoid the inclusion of literature, important though literature is to the student's education.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto: Fearon Publishers, 1962, 60 pp.

Dr. Mager has written a book for teachers and student teachers about usefully stated objectives, not with whether

objectives are desirable or good, but with the form of statement of them, in terms of observable behavior expected of one's students. The book's format is that of a programmed workbook in the writing of behavioral objectives.

Mellinger, Morris. "Updating the High-Frequency Vocabulary of Business Office Communications." Business Education Forum, October 1971, pp. 8-10.

Mr. Mellinger of Chicago State College launched a four-year study on the hypothesis that the vocabulary of written business office communications is not only NOT constant but appears to be quite dynamic. The article lists the 100 most frequently used words out of the 1,896 words yielded by his tally. Suggested uses for teachers: (1) Stenographer teachers should train students in the correct and speedy recording and transcriptions of at least the first 500 words on the list. (2) Typing teachers should include frequently occurring words in drills. (3) Upper-grade and high-school English teachers should include many of these words in spelling exercises. (4) Spelling lists for the primary and middle grades should draw from this list. (5) Americanization teachers should teach their students how to spell, pronounce, and use in sentences progressively increasing numbers of these words.

Merrill, M. David. "Content and Instructional Analysis for Cognitive Transfer Tasks." AV Communication Review, 21:1 (Spring 1973): 109+.

Most courses at the secondary or higher education level in-

volve only four levels of behavior: (1) discriminated recall (2) classification (3) rule using and (4) rule finding. The author says that instructional strategies should revolve around rule-using and rule-finding tasks based on mastery models derived from needs and goals. (Up to 80% of the content in most courses can be adequately taught with only two levels of behavior: classification and rule using.)

Milham, George E. "Theory, Not Semantics, for Stenographers." Business Education World, 47 (June 1967): 12-13.

Mr. Milham refutes an argument put forth by Dorothy H. Schwartz (BEW, Dec. 1966, p. 9), stating that shorthand students are too immature and too unsophisticated to be concerned in the slightest by their not knowing the meanings of all the words we dictate. More important, he says, is the fact that it is not the business of the shorthand teacher to dwell overly on semantics. Theory is the phase of their education with which shorthand teachers should be concerned. He admits the majority of students come ill-equipped in the language arts, a fact he blames on junior and senior high school teachers. Although the only important thing is the final transcript, Mr. Milham does not neglect semantics. It is just not the most important thing for shorthand teachers to deal with. Leave that to the English teachers mainly and make special provision for those who have difficulty with the language.

Miller, Casey, and Kate Swift. "De-Sexing the Language: What About New Human Pronouns?" Current, 138 (March 1972): 43-45. First appearing in Ms (Spring 1972), this article by Mses Miller and Swift recommends the addition of a common gender (human) pronoun: tey (nominative case), ter (possessive case), and tem (objective case).

Millett, John D. What's a College For? Washington, D. C.: Public Affairs Press, 1961, 48 pp. A symposium at Miami University in cooperation with the Humanities Center for Liberal Education offers addresses by the following educators in answer to Woodrow Wilson's old question, "What's a College For?": John D. Millett, Robert Hutchins, Max Lerner, David A. Shepard, August Heckscher, and Mark Van Doren. English teachers will take special interest in Mr. Van Doren's essay, "Faith in Liberal Education."

National Council of Teachers of English, Committee to Study High School English Programs. High School English Instruction Today. New York: Appleton-Century-Crofts, 1968, 311 pp. Reported by James R. Squire and Roger K. Applebee, this study shows that the students in high schools come to the junior college least well prepared in language instruction (pp. 255-57) from the high school, presumably because of the confusion about WHICH grammar to teach and therefore little because of the lack of a viable curriculum in language and a lack of education of teachers in the new theoretical and practical approaches to grammar, as opposed to that in lit-

erature and composition.

"Needed Research in Business Education," Delta Pi Epsilon Research Bulletin No. 3, September 1972.

Copies of the bulletin are available at $1 per copy for one to three copies; $.80 per copy for four or more: Delta Pi Epsilon, National Office, Gustavus Adolphus College, St. Peter, Minnesota 56082.

Newsome, Verna L. Structural Grammar in the Classroom. Milwaukee: Wisconsin Council of Teachers of English, 1961, 74 pp.

Part I describes some of the most important English structures. Part II suggests procedures for teaching these structures in a cumulative, sequential program. The method is inductive, proceeding from observation of patterns of words and of syntactic structures to practice in the use of these patterns. Purpose: to give students insight into the way theEnglish language works and to help them use the various structures of English to develop increasing maturity in their writing.

O'Connell, Mary M. "The Secretarial Program." Business Education Forum, 27 (October 1972): 15.

From the University of Wisconsin, the author says that there has never been an instrument or procedure developed that would predict shorthand success with a high degree of accuracy. She urges teachers to continue the study to identify and further validate factors that will predict with greater accuracy the failures, if not the successes, in shorthand.

O'Donnell, R. C. "Does Research in Linguistics Have Practical Application?" English Journal, 59 (March 1970): 410-12+.

Mr. O"Donnell, of Florida State University, opposes the view that research in linguistics has practical application by saying "Many of what may ultimately prove to be the most practical applications of linguistics research MAY BE MUCH LESS DIRECT than some of us have expected them to be." He discusses Mellon's research in 1969, which found that "significant growth of syntactic fluency occurred in the writing of the experimental group" who had practice in transformational sentence-combining. The author discusses as well the work of Ronald Wardhaugh in this regard.

Pei, Mario. Double-Speak in America. New York: Hawthorn Books, Inc., 1973, 216 pp.

"America's foremost language watcher and word debunker," Mr. Pei alerts us to the latest "weasel words" that have insinuated themselves into the English language. "Weasel words" are newly minted phrases, words, and novel interpretations of old words. He examines the popularity of catch phrases, exposes the language of violence, discusses political language. Words and expressions are indexed. The business English teacher can develop interesting lessons for classroom word studies from this book, as well as assigning it for oral reports.

Pettit, John D. "Guidelines and Suggestions for Research in Business Communications." Journal of Business Communications, 8 (Summer 1971) 15-28.

Mr. Pettit's article contains guidelines for research in (1) Communication Theory (2) Related to Business Writing (3) Teaching Business Communication (4) Miscellaneous. Sample ideas from Teaching and Business Communication: Experimentation in teaching methods and the sequence of course content; programmed learning and its utility in business writing; remedial techniques for students of business communication. He discusses as well the characteristics of effective business communcators and the role of communication specialists in industry.

__________. "Guidelines and Suggestions for Research in Business Communications, Part II." Journal of Business Communications, 9:3 (Spring 1972): 37-60.

Mr. Pettit's 1971 report includes further ideas for research topics, including that in future of direct mail advertising, practical business experience and its role in teaching writing, writing and speaking in business communication courses, basic communication patterns, behavioral objectives for business writing courses, types of writing assignments and student achievement and attitude, etc.

Porter, Leonard J. "The Contribution of Business English to General Education." Business Education Forum, 24 (January 1970): 22-24.

From Prentice-Hall Publishing Company, Mr. Porter quotes businessmen as saying that one of their greatest problems is that of communication. He believes that all the new methods of teaching English are not proving to be panaceas

for language instruction. He points out that high-school business English courses are far from ideal. Because the emphasis is on business-letter writing, pointing out that few students enter jobs where they either write or dictate letters. The need is for fundamentals! Business applications of English should be left to on-the-job training. He recommends business English for general education via consumer education. Further, mass media are not adhering to high standards of English. Students can be made aware of this. An analytical approach to teaching business English should be used in that regard. Evaluating business letters is as important as knowing how to write them. Practical grammar is still important in reaching the goals of the course: (1) fundamentals of grammar, spelling, punctuation, word usage, (2) business writing, (3) speaking and listening.

Rips, Lance J., Edward J. Shoben, and Edward E. Smith. "Semantic Distance and the Verification of Semantic Relations." Journal of Verbal Learning and Verbal Behavior, 12 (February 1973): 1-20.

This study compares sentences of the pattern S + V + P. N. that use the same subject noun but different predicate nouns. The findings resulting are that the statement involving a sub-set is verified faster: e.g., "Robin is an animal" and "Robin is a bird," the latter being identified faster because of the greater concreteness. The study contains three other parts relating semantics and memory.

Ross, Irwin. "About that Letter You Just Mailed." Secretary, 31 (November 1971): 6-7.

Because one out of every fifty first-class letters mailed today is mailed incorrectly, Mr. Ross says we should stop blaming the post office. He presents several case examples of such incorrect mailing which could be used in business English class for instructional purposes.

Sabin, William A. "The Comma Trauma." Business Education World, 51 (September-October 1970): 16-17.

A numorous approach to comma instruction, this article suggests for comma instruction sentences illustrating the difference between essential and non-essential elements.

__________. "The Plight of the Compound Adjective--or Where Have all the Hyphens Gone?" Business Education World, 50 (January-February 1970): 12-13.

Although the hyphen is fast disappearing from use in compound adjectives, here is a last-ditch effort to make sense out of a fast-disappearing but not-soon-to-be-forgotten aspect of style. He points out that any of the following patterns, whether before or after nouns, require the use of hyphens: Noun + Adjective (e.g., duty-free); Noun + Participle (interest-bearing); Adjective + Participle (soft-spoken); Noun + Adjective + -ed (old-fashioned).

Schulz, Gene Church. "When the Boss Says, 'You Write the Letter'" Secretary, 32 (May 1972): 10-13.

Secretaries might suggest to their bosses that they be allowed to answer some of the correspondence without dictation. She

gives suggestions about how to go about the writing of them: (1) Organize the contents by making an outline; (2) make sure information is complete; (3) does it cover the essentials? (4) will the letter make a favorable impression? (5) does it sound as if you were speaking across the desk to a friend? (6) does it convey the "you attitude"? (7) have you doublechecked for accuracy? (8) do your verbs vibrate with action? (9) is it polished as to style and mechanics? (10) if it is going out over his signature, does it sound as if he composed it?

Schwartz, Dorothy H. "Semantics for Stenographers." Business Education World, December 1966, p. 9

The author develops the thesis "we should teach stenographer students the specialized language of business." Such teaching has largly been ignored in stenography. Include word studies; use dictation itself; talk about words; ask them WHY inside addresses are necessary, e. g.

"Secretarial Training with Speech Improvement." American Vocational Journal, 47 (February 1972): 91-93.

On the premise that instruction in secretarial skills is not enough to qualify everyone for a secretarial job, this article offers the suggestion for speech improvement for those who can not transcribe well because of non-standard speech. The study conducted under a Department of Labor Manpower Contract developed a course to combine speech courses with secretarial training with the goal of teaching standard English as a second language. The resulting text, Business

Speech, A Second Language for Vocational Use, may be purchased from NTIS, including both teacher and student manuals. One student's manual is available without charge from Augusta H. Clawson, Office of Research and Development, Manpower Administration, U. S. Department of Labor, Washington, D. C. 20210.

"She Can Type--but Is She a Secretary?" Secretary, 32 (June-July 1972): 10-11.

Reprinted by permission of the Research Institute of America, Inc., this article states that because standard tests may not show you the most important skills a secretarial applicant has developed, she should be tested under some of the conditions she will face on the job. After she has been tested for transcribing and typing skills, introduce her to her prospective boss. Let him give her a problem to solve: e.g., how would she cope with unwanted callers?

Shelley, A. Bernard R. "Accreditation of Business Writing for English." College English, 23 (March 1962): 489-92.

An associate professor at North Carolina State College, Mr. Shelley asks a good questions: Why do so few departments of English approve courses in business writing? One of the most damaging clues he cites is the writing of business English teachers in periodicals where they admit to inability to hold the students' interest and recommend such in-class activities as making scrapbooks and collecting bizarre letterheads. More writing is done, he says, by businessmen about writing than is done by the teachers of writing. He

recommends a course where the teacher discusses rhetorical devices, demonstrates the values of word study and semantics, and trains the students to write clearly under pressure. The purpose is not to teach letter forms, but to develop readability and naturalness of style. Grammar, spelling, punctuation, sentence structure, and paragraphing are essentials. Qualities of good writing are identical in all types of writing. Include both practical psychology and vocabulary study also.

Sherman, Mark A. "Bound to Be Easier? The Negative Prefix and Sentence Comprehension." Journal of Verbal Learning and Verbal Behavior, 12 (February 1973): 76-84.

The effects of the negative prefix on sentence comprehension were examined by means of a verification task. The results showed that (a) the negative prefix increases comprehension difficulty even when it is the only negative in the sentence; (b) prefixed negation is easier than sentence negation (as provided by the word "not") and (c) the combination of "not plus prefix" is in some respects treated as two negatives and in others as affirmative. The results are consistent with the views that the linguistic motivation for prefixation is the relative difficulty of sentence negation and the composition mechanism is predisposed to deal with unmarked forms. Implications for business writing include avoiding negatives.

Starkweather, Ann. "Instructional Objectives for a Junior College Course in English Compsotion," ERIC, ED 049 747, 1971.

Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and aptitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific, measurable terms. For other objectives in related courses, see ERIC, Ed 033 692 (remedial English), ED 033 693 (English), ED 033 694 (English Composition), and JC 710 127 (Grammar and Composition).

__________. "Instructional Objectives for a Junior College Course in Grammar and Composition." ERIC, ED 049 749, 1971, 13 pp.

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education, UCLA by Donald N. Desfor. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to skills, abilities, and attitudes instructors want their students to acquire. These objectives may serve as models for assisting instructors to translate other instructional units into specific, measurable terms.

Stoodt, Barbara. "The Relation Between Understanding Grammatical Conjunctions and Reading Comprehension." ERIC, ED 060 010, 1970, 126 pp.

A doctoral dissertation, this manuscript is available at P. O. Box 1764, Ann Arbor, Michigan, 48106 (# 71-7576).

Results of the author's study show (1) there is a significant relationship between reading comprehension and understanding conjunctions; (2) nine conjunctions were found significantly easy and (3) girls achieved higher than boys on measures of comprehension of conjunctions, and there was also a high positive relationship between socioeconomic level and all measures of comprehension of conjunctions. These findings provide indications for improving instruction of disadvantaged students in the area of reading comprehension, and greater individualization of instruction is suggested.

Strather, Donald G. "The Application of the Rules of Punctuation in Typical Business Correspondence." Doctoral Dissertation, Boston, Boston University, 1960.

"Research indicates that the problems involved in the application of punctuation rules to transcription requires approximately 3/4 of the total training time required by all the English fundamentals, and that punctuation errors often account for as high as 75% of all transcription errors made by stenographic students. (Page 6)

Treece, Malra C. "Business Communications Practices and Problems of Professional Secretaries," Journal of Business Communications, 9 (Summer 1972): 25-32.

Assoc. Prof. Treece of Memphis State University conducted a study as a part of her doctorate from the University of Mississippi to investigate the business communication responsibilities of certified professional secretaries.

Five hundred sixty-five working CPS respondents reported areas of difficulty: (1) being able to write without wasting time, (2) avoiding trite expressions, (3) conciseness, (4) a psychological approach to writing, (5) formal report form. Ms. Treece concludes, "Courses in business communication should be designed to overcome the difficulties in compos ing most often encountered by the respondents of this study."

Van Fleet, Ellamaye. "Determining the Content of a Collegiate Report-Writing Course." Journal of Business Communications, 8:3 (Spring 1971): 27-38.

This article summarizes Dr. Van Fleet's dissertation, completed at the University of Tennessee. The expressed educational needs of professional report writers are (a) developing and improving writing techniques, (b) analyzing and presenting data, (c) planning and presenting short reports, (d) writing particular report sections, (e) varying report presentation.

Voyles, Jean. "Standards for Written Communications." Business Education Forum, 19 (May 1965): 13-14.

From Georgia State College in Atlanta, the author presents the needs of businessmen, as information to teachers who are preparing students in business education to meet those needs. (1) Businessmen want someone with a good command of the English language--both written and spoken, especially vocabulary, (2) with ability to write concisely and clearly, (3) well-organized communication, (4) tactful expression, (5)

enthusiastic writers, (6) knowledge of report writing, (7) composing, (8) writing under pressure, (9) expressing own ideas in writing, (10) good typing. The author makes recommendations to the classroom teacher about how to prepare students for these needs.

Weingarten, Samuel, and Frederick P. Kroeger. English in the Two-Year College. Champaign, Illinois: National Council Teachers of English, 1965.

Research in English in the junior college being extremely limited, this work provides one of the few resources--a nationwide view of significant elements of general practice among the junior and community colleges. Information about basic English, course content, teacher preparation, teacher qualifications, class load, etc., are included.

West, Leonard J. "Research on Teaching Business and Communication Subjects." ERIC, ED 051 377, January 1971, 23 pp.

The review of 81 research studies is confined to research on business education that concerns relationships between teaching acts and learning outcomes. Attention is directed to investigations that permit generalizations about the consequences for learning of specifiable instructional behaviors bearing on the materials and methods of instruction. Most of the research reviewed applies to office occupations, principally typing and stenographic skills. Findings of research are stated and implications for instruction are specified.

Wolff, Florence. "An Investigation of the Effects of Background Music on Learning Vocabulary and Grammar and in Public Speaking." ERIC, ED 049 212, 1969, 119 pp.

A Ph.D. dissertation, available from University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order #70-8624), this study to determine the effect of background classical music during classroom instruction in vocabulary and grammar and in the delivery of speeches, showed beneficial effects on vocabulary and grammar learning and that, generally, students prefer classroom background music.

"Writing: National Results--Writing Mechanics." ERIC, ED 062 325, February 1972, 207 pp.

Sponsored by National Center for Edcuational Statistics, DHEW/OE, Washington, D. C. (Report #R-8), this is the third national assessment report on the writing of children age 9, 13, 17, and young adults. The exercise for young adults required them to write formal letters to public officials expressing a viewpoint on an issue. The report contains separate chapters for each age group. Each chapter begins with an introductory statement about particularly important aspects of the essays that age group wrote. Results of the four analyses (overall qualifications, error counts, characterization, and computer) are presented under six headings: essay length, paragraphing, punctuation and capitalization, sentence structure, agreement and words (spelling, vocabulary, and usage)

II. B. Related junior-college communications courses

Almaney, Adnan. "Predicting Message Effect in Written Business Communications: The Need for Theoretical Forumalations." Journal of Business Communications, 8:2 (Winter 1971): 27-33. This study at Indiana University, by Mr. Almaney of DePaul University, showed that the business communicator's ability to elicit a certain response from the receiver is intimately connected with his ability to predict reliably the effect of the encoded message. Such prediction requires theoretical formulations to explain the interaction of causal associations among the components of the communication process.

Bale, John T., Jr., and Harold A. Conrad. "Simulation and Business Communications." Journal of Business Communications, 7:3 (Spring 1970): 5-12. The authors from Oklahoma State University recommend the use of simulation in business communications class toward the end of the semester in the preparation of an analytical report. Six groups were formed out of forty students; they were asked to make decisions involving selling, price of product, advertising budget, number of units, etc. Data were fed into a 650 IBM computer and each team was given a print-out. Students were told that their superior was concerned about increasing the profitability of the firm as compared to other firms in the industry. They had to determine what courses of action the firm should take and write an analytical report. Authors report success of the project.

Bullard, Dwight. "Current Trends in Teaching Business Communication." Journal of Business Communication, 9:1 (Fall 1971): 27-35.

Assistant Professor of Business Education and Office Management at Middle Tennessee State University, Mr. Bullard summarizes the characteristics of business communication courses as they are taught in colleges holding membership in the American Association of Collegiate Schools of Business: administrative characteristics of business communication courses; teacher qualifications; teaching materials used; evaluation practices; course objectives; course content; strengths, weaknesses, and changes forecast.

Drach, Harvey E. American Business Writing. New York: American Book Company, 1959, 496 pp.

The author presents with more than a touch of humor a text for a college course in business writing, lately a professor at the University of Cincinnati.

deMare, George. Communicating for Leadership: A Guide for Executives. New York: The Ronald Press Company, 1968, 283 pp.

Director of Communications and Publications of Price Waterhouse and Company, Mr. de Mare views language as the mysterious power by which we view and manage the world--they key to the past, present, and future. He presents in a single book a comprehensive view of the essentials the business leader needs to know about communicating. Communicating is more a matter of style than technique, he says.

He dispels common myths: that communicating is a difficult art reserved for experts; that cliches should be avoided; that you should think out what you want to say before writing it; that you should say what you mean; grammar and usage are not so imporant as having something to say and losing oneself in the subject. His simplified approach: get started on a rough draft; collect material, organize. Characteristics of good writing: tone, completeness, conciseness, concreteness, and readability. Readable writing has short sentences, few affixes, many personal references. Xeroxed tips for writing, speaking, articles, books, discussions, bibliography for writers, speakers, and thinkers are included.

Hall, John D. "What's in a Course in Business Communications?" The Balance Sheet, 54:5 (February 1973): 199-200. Dr. Hall of Illinois State University says that Business Communications is a course involving more than just the basics of English; it involves role identification, oral and written expression, and application. It offers helpful learnings to both business and nonbusiness students. Since all persons must communicate, it is wise to study the science of effective communications as it applies to all facets of life. He specifies ideas that can be used in the classroom and as out-of-class projects producing useful products for students and the community. Good ideas are included for group projects.

Harder, Virgil E. "Communication Theory: Should it Be in a Business Writing Course?" Journal of Business Communication, 7:2 (Winter 1969): 37-42.

Distinguishing between business writing and communication theory (process of communication), the author recommends the inclusion of theory if time permits, the purpose or function of a message and the factors involved in designing an effective message. Understanding communication theory will help one realize a message is a means to an end, think people, not writing, appreciate psychological factors that affect behavior, understand symbolic factors other than language, apply the communicator's golden rule: do unto others as they would have you do unto them.

Hodgson, A. M., and W. R. Dill. "Programmed Case: The Misfired Missive." Harvard Business Review, 48 (September 1970) 140-42 (and continued in the November issue).

Contents are a problem-solving project for business management students about communications from business management/personnel standpoint.

Irwin, Charles. "Ethics in Business Communication." Business Education Forum, 25 (May 1971) 35-36.

With the new emphasis on reader reaction to messages, business educators have given recognition to a broader approach to the subject. Course and textbook titles now use the term "communication" instead of "correspondence." A plea is made to include in business communications courses the science of "moral values."

Johnson, Roy Ivan, Marie Schalekamp, and Lloyd A. Garrison. Communication: Handling Ideas Effectively. New York: McGraw-Hill Book Company, Inc., 1956, 361 pp.

An excellent, comprehensive text for a course in communications for college-level students. The sections on group discussions, on book reviews, and on business letters are helpful to the teacher and student of business English at the junior-college level as well. Very helpful is the condensed version of transformational grammar to a three-sentence-pattern approach.

Hepner, Marshall R. "Business Communication: What Does It Include?" Journal of Business Communication, 9 (Summer 1972) 33-39.

This study performed in the state colleges of California in 1970 indicated the following course content in business communications: Synopsis Writer, 79%; Communication Theory: 30%; Readability Studies: 77%; Library Skills and Techniques: 35% Grammar Instruction: 70%; Punctuation Instruction, 74%; Report Writing 92%; Report Types, 64%; Long, formal reports: 82%; Graphics 83%; Questionnaire Construction 43%; Letter Writing 100%; all are results of a survey. The author indicates it is important to examine the course content to see whether the curriculum is meeting the demands of this computer-age technology.

Mandel, Siegfried. Writing for Science and Technology. New York: Covering the entire range of modern technological and scientific writing, the author maintains that "What an engi-

neer or scientist cannot put into clear language he probably does not perfectly understand in the first place."

Picket, Nell Ann, and Ann Laster. Writing and Reading in Technical English. San Francisco: Canfield Press, 1970.

Addressed to the technician student, this textbook leads him through a process of writing and instruction, a description of how something works, an explanation of what something is, an analysis to put things in order, an analysis answering why, and a summary to get to the heart of the matter.

Rose, Lisle A., Burney B. Bennett, and Elmer F. Hester. Engineering Reports. New York: Harper Brothers, 1950, 341 pp.

Mainly for the engineering student and the engineer on the job, this text contains chapters useful to the secretarial English teacher on written and oral reports, as well as on technical subjects and their preparation.

Ross, Kenton E. "Management by Objectives Applied to the Business Communication Class," Journal of Business Communication, 8:2 (Winter 1971): 3-17.

The objective of the experiment described here was to find an effective way of teaching communication without alienating students from the task of writing. Pre-test and post-test opinionnaires established that over 60% of the students believed the course improved their writing. Also contained here is a list of business communications course objectives.

Stull, James B. "Organizational Communication in Changing Times." Business Education World, 51 (May-June 1971):23. The author recommends that an organizational communications course should be offered to tie in closely with the principles of organizational behavior, public relations and personnel administration. He recommends inviting specialists in to conduct T-groups.

Swenson, Lloyd A. "A More Meaningful Business Communications Class." The Balance Sheet, 54:8 (May 1973): 359+. Mr. Swenson's thesis is that teachers of business communications can and should make interpersonal communication a meaningful experience, that business communications classes should not provide only writing experience. He recommends student activities in simulation, role playing, and group presentations to provide the student relistic experience in oral dictation of letters, in the interview situation, and in sales ideas presentation to the board of directors.

Thayer, Lee, et al, eds. Communication: Gemeral Semantics Perspectives. New York: Spartan Books, 1970, 347 pp. A collection of papers, pre- and post-conference on general semantics, held in Denver 5-9, 1968, on the theme "A Search for Relevance." Significant to the business English teacher is a paper by S. I. Hayakawa, p. 85 ff., on the theme of the mechanisms of semantic reaction and the nature of what Alfred Korzybski called the semantic environment, and now made much richer and more complex by the impact of TV. Another of interest to the freshman English teacher is by Albert

Upton, p. 331, "On the Matter of Freshman English": not so much in what it commits as in what it omits, he says. Marred by error-filled copy, it offers a defense of metaphor.

Ulman, Joseph N., Jr., and Jay R. Gould. Tehnical Reporting, 3rd ed. New York: Holt, Rinehart and Winston, Inc., 1972, 419 pp.

The authors use a conversational style to write an effective text revision that includes information on the writing of informal repots, formal reports, laboratory reports, theses, instructions, proposals, technical papers, articles.

Zetler, Robert L., and George Crouch. Successful Communication in Science and Industry: Writing, Reading, and Speaking. New York: McGraw-Hill, 1961, 284 pp.

This book could serve as a text for technical writing courses. The principles of communication and traditional approaches to grammar are skillfully applied to technical writing. Three sections--writing, reading, and Speaking--contain exercises for classroom use.

Zoerner, C. E., Jr., and C. S. K. Jameson. "An Experimental Course in Business Communications." Journal of Business Communication, 8:2 (Winter 1971): 19-25.

The intent of the experimental course described here was to involve students actively in discussions of communication theory beyond the elementary level and to allow them to design and perform lab experiments to test hypotheses.

III. Where? In the Junior College

General Curriculum and Technical Curriculum

Archer, Jerome W., and Wilfred A. Ferrell. Research and the Development of English Programs in the Junior College. Champaign, Illinois: National Council of Teachers of English, 1965, 134 pp.

This report includes recommendations that came from a national conference held at Tempe, Arizona, in 1965 relative to English instruction in the junior college: the preparation and continuing education of junior college English teachers; the relation of junior college programs to four-year colleges and universities; English courses for adults and community services; programs for transfer students; English programs for terminal students.

Barlow, Melvin L., and Young Park. "The Case for Vocational Education in the Junior College with an Introductory Review of Recent Research." ERIC, ED 057 785, February 1972, 4 pp.

Printed also in the Junior College Research Review (6:6 February 1972), the article states that separate goals for general education and career education are "a farce." There can, the authors say, be no dichotomy between the general goals of education and vocational training. The terms occupational and vocational education are being used more and more synonymously. National studies of the 50's show that the vocational needs of people are a high-priority issue. The junior college has been slow to accept

its responsibility in meeting these needs. Junior colleges need to offer more options and seek greater inter-cooperation.

Bartlelt, Claudia, and Phyllis Williams. "Relationship of Class Size and Various Cognitive Variables to Academic Achievement [Junior College]." ERIC, ED 055 591, November 20, 1971, 9 pp. The hypothesis of this paper presented to the California Education Research Association: (1) Class size might influence academic achievement and (2) students assigned to a class size that students preferred would do better than those not so assigned; also students would do better on their preferred examination type. Sample: 250 students. All received large class instruction but some were broken into small seminar discussion groups. The same teacher taught both sections. Findings suggested that what a student says he prefers in terms of tests and type of class may have nothing to do with his performance within these areas. Preference appeared to be independent of performance. It may be important, however, to allow teachers to pick the class size they feel most comfortable with.

Bartlett, Robert C. "Accountability in Occupational Education." ERIC, ED 057 768, December 1971, 18 pp. Besides definitions of terms and discussion of the progress made by higher education accrediting commissions, major issues in occupational education efforts, particularly within the community college context are considered.

"Business Education Curriculum Guides for the 70's." ERIC, ED 072 201, 1971, 95 pp.

Prepared by the New Jersey State Department of Education and designed for use by practioners and classroom teachers, this curriculum guide is intended as a pattern to add to enrichment and development of more inclusive curriculums. Complete with behavioral objectives, course content, subject learning activities, materials and equipment, teacher resources, evaluation procedures, and curriculum alternatives for each of the subjects covered, the material presented may be varied or altered to integrate desired learning skills while developing the attitude and work habits needed for success in employment.

Barzun, Jacques. The American University. New York: Harper and Row, Publishers, 1968, 319 pp.

Dean of Faculty and Provost at Columbia for twelve years, D-r. Barzun presented rich detail about today's university: how the whole educational enterprise works; the dangers that beset it; the radical reforms it requires. The book was completed just before the student outbreaks in 1970. (1) The faculty must convey what education is: education, not "life." (2) Simplify. (3) Offer individual study; reduce the number of courses. (4) There is too much "teaching." (5) Abandon the survey; substitute the short course. (6). Be choosy about new projects. (7) Abandon conferences. (8). Avoid side shows. (9) Stop forcing people to do research that is meaningless, etc.

Bossone, Richard M., ed. Teaching Basic English Courses: Readings and Comments. New York: Van Nostrand Reinhold Company, 1971, 409 pp.

Professor of English at Baruch College of CUNY, the author presents a collection that "mirrors the students, the teachers, the instructions, the speculations, insights, problems, and successes of instruction in terminal English, remedial English, and remedial reading from contributors who have been dedicated luminaries in the teaching of English fundamentals. Especially significant to the English teacher in the junior college are the essays by Thomas Merson, Samuel Weingarten, and Frederick Kroeger, Raymond Ledlich, and Elisabeth McPherson.

Bruner, Jerome S. The Process of Education. Cambridge: Harvard University Press, 1960, 92 pp.

In the book's eleventh printing, 1969, the noted psychologist talks about "what we should teach and to what end." He concludes that the basic concepts of science and the humanities can be grasped by children far earlier than has ever been thought possible. The important ideas of "structure" and "intuition" and the relationship to intellectual development are examined from both a psychological and a practical standpoint.

Douglas, Lloyd V. Business Education. New York: Center for Applied Research in Education, Inc., 1963, 109 pp.

The section on junior college and area vocational schools (p. 33 ff.) is helpful to the junior-college business English

teacher. Also of inteest is the author's discussion of trends in business education as related to the junior college.

Eurich, Alvin C., ed. *Campus 1980: The Shape of the Future in Higher Education*. New York: Delacorte Press, 1968, 327 pp. In a collection of essays about the future of American higher education is an essay by Joseph Cosand, "The Community College in 1980 (pp. 134 ff)." The author expects that by 1980 the community college or technical institute will have accepted the entire responsibility for providing the first two years of college work. But by then industry will be working with the faculty in a new climate of cooperation, he believes. Libraries will be complete resource centers. Included is a statement of philosophy and objectives for the community college.

Eyster, Elvin S. "Business Education and the Junior College." *Journal of Business Education*, 46 (April 1971) 268-69. From Indiana University, Mr. Eyster says there is evidence that preparation for high-level office jobs may be shifting from high schools to junior colleges. Problems need to be identified and solved: (1) What qualifications should be required for faculty; (2) What certification required? (3) Should a teacher come directly from college? (4) Should he have teaching experience in high school first?

Feder, Daniel. "Shaping an English Curriculum to Fit the Junior College Student, ERIC, ED 049 734, 1971, 4 pp. From Vol. 5, No. 10 Junior College Research Review (June

1971), this article defends heterogeneous grouping where cooperative learning enables remedial and better qualified students to share equally in the costs and profits of learning. Cure the disease rather than the symptom: increase motivation. Author suggests recruitment of teaching assistants and a reorganization of schedule for teaching and learning.

Flower, F. D. Language and Education. London: Longmans, Green and Co., Ltd., 1966, 324 pp.

Principal of Kingsway College for Further Education, the author brings together the thinking and discoveries of scholars in various fields in order to illuminate the role of language in education. Of special interest to business English teachers is the chapter on "Plain Words in Business English," as well as ones on "Good English" and "Language as Behavior."

Fruehling, Rosemary T. "A Job-Oriented Approach to Business Correspondence." Business Education World, 52 (January-February 1972) 22-23.

The author recommends several methods of interesting students in business English: (1) Find out how business writing skills are being used. (2) Get students involved in doing realistic writing. (3) Compare models of good writing with models of poor writing toward two goals: (a) personal satisfaction in expressing oneself clearly and (b) vocabulary important to communicating information effectively.

Foley, James A., and Robert K. Foley. The College Scene. New York: Cowles Book Co., 1969, 187 pp.

An up-to-the-minute appraisal of conditions on American campuses--a searching look into student attitudes about all the social, political, and moral issues that concern parents, educators, etc. Students tell it like it is. The chapter entitled "Business Fails the Campus Test" is of special interest to the teacher of business education in higher education.

Gannon, P. J. "Role of Business Education in the Two-Year College." Business Education Forum, 25 (November 1970) 24-27.

A description of Lansing Community College in Michigan, a twenty-four hour college to serve the working community. They employ an audio-visual tutorial system for business education which replaces the traditional classroom for those who require it.

Hack, Walter G. Education Futurism 1985: Challenge for Schools and Their Administrators. Berkeley: McCuttchan, 1971, 225 pp.

Useful for a semin in junior college education, this book is reviewed in Educational Studies, 3:4:270 (1972), by Frank W. Lewis, Fairfield University.

Harris, Robert G. "The Community Collge Looks at Vocational Education," ERIC, ED 060 835, March 1972, 11 pp.

A speech presented to the 27th National Conference on Higher Education in Chicago attributes the diversity in

vocational educational programs in junior colleges to the wide range of occupations to be served and the college's attempt to meet the needs of the community and individuals. The vocational educator is bound by regulations of external agencies rather than purely on the specifications and qualifications of the students themselves. This report suggests that a cooperative effort be initiated between local institutions and external agencies in formulating educational programs and standards of evaluation.

Henderson, John T. "Progressive Planning with Surveys in Occupational Education [Junior College]." ERIC, ED 045 087, 1971.

Provides information on how to conduct surveys for two-year colleges in occupational education, to establish student characteristics, manpower needs, and projections, accountability, and financing. A final report of an on-going survey can be used as a basis for a seminar for faculty, administrators, advisory committee members, and potential employers.

Hook, Sidney. "Education Toward Vocation," Education for Modern Man: A New Perspective. New York: Alfred A. Knopf, 1966, pp. 197-214.

This chapter deals with the idea that vocational education should be liberalized to include the study of social, economic, historical, and ethical questions, that in our best vocational schools vocational and liberal education cannot be sharply separated.

Houpt, Gary L. "Strategies for Teaching English in Career Education." ERIC, ED 059 404, August 1971, 142 pp.
Prepared by the Delaware State Department of Public Instruction through the Office of Education in Washington, this report contains a compilation of materials developed at Careers English Workshop in June 1971. Seventeen different teaching strategies are included. It is designed as a guide for English instructors who teach in a career education program. The strategies reflect a more relevant and meaningful concern for improving communication skills and content than the traditional English language arts approach. Each strategy is made up of goals, instructional objectives, content, activities, evaluation, and bibliography. An annotated bibliography is appended.

"Instructional Materials Vocational Related English." ERIC, ED 065 665, July 1971, 275 pp.
Prepared by Oklahoma State University's Department of Vocational and Technical Education at Stillwater, this preliminary draft of instructional materials has an English curriculum, offering vocational preparation focused on grammar concepts, selected vocational English topics, and the use of resource materials. The unit plans contain general and specific behavioral objectives, student activities and teaching procedures. Information sheets, student work sheets, tests and answer keys are provided. Transparencies, sample vocabulary lists, and a wide range of unit plans are included.

Kelley, Win, and Leslie Wilbur. Teaching in the Community Junior College. New York: Appleton-Century-Crofts, 1970, 295 pp.

Pertinent to business education (pp. 70-71), specialists feel that laboratory work in business courses is the best method, or the most needed method, of teaching. Includes an up-to-date bibliography of 403 items (pp. 265-284).

Landrith, Harold F. Introduction to the Community Junior College. Danville, Illinois: Interstate, 1971, 321 pp.

Collected and synthesized research on the junior college.

Medsker, Leland L. The Junior College: Progress and Prospect, New York: McGraw Hill Book Company, 1960, 367 pp.

Part of the Carnegie Series in American Education, this is a study of some seventy-six junior college institutions in fifteen states. The study includes an overview of the two-year college movement, summarizing its history, its strengths and weaknesses. It summarizes the success of transfer students in colleges and universities. It treats everything--from the lack of policy formation, planning, and professional direction, the need for greater research about the students to the need for more evaluation. Major problems foreseen are included. Information on faculty opinion concerning emphasis on vocation education is included (p. 181 ff).

Medsker, Leland L. "Preparation for Business in Junior Colleges," Education of American Businessmen. New York: McGraw Hill Book Company, 1959, pp. 638-661.

The large number of students enrolled in transfer, terminal, and adult business programs in junior colleges, together with the successful record of former junior-college business students, indicates that these institutions will play an increasingly important part in this field in the future. A greater amount of articulation than now exists is needed between two and four-year colleges in identifying the requisites of possible transfer and terminal programs. In both types of programs cognizance must be taken of the individuals role in society and of the growing complexities of business which place a greater emphasis on social understanding than on skills.

Millard, Richard M. "The Role, Responsibility, and Function of the Community Colleges in Occupational Education," ERIC, ED 063 936, June 1972, 18 pp.

A speech presented to the Community College Seminar in Fitchburg, Massachusetts, the thesis is that the major function of education should be to prepare students for a vocation. Implications for the junior college are included.

Monroe, Charles R. Profile of the Community College: A Handbook. San Francisco: Jossey-Bass, 1972, 435 pp.

Recommended as a text for junior college seminars by Clifford Erickson of San Mateo Junior College in Educational Studies (3:4-257, 1972).

Martin, David V., and Stuart D. Watson. "An English Composition Sequence for a Community College." ERIC, ED 051 902, May 1971, 137 pp.

Recommendations result from an experiment to allay high failure rate in traditional freshman English composition courses: (1) Development of a composition course for students who are above the remedial level but not yet ready for the usual freshman English; (2) extension of time and careful structuring of composition courses for some students; (3) use of beginning lessons as a practical orientation to college; (4) consideration of male attitudes toward the courses; (5) granting partial credit for slower paced courses; (6) careful selection and scheduling of instructors; (7) assurance of stability of testing and placement conditions before a long-range experiment is begun. Complete questionnaires and tables are included.

Ontario Department of Education (Toronto), "English, Grade 13, Curriculum." ERIC, ED 046 219, 1968, 13 pp.

The guide is divided into four sections: aims, developing individual studies, objectives and activities, and suggested texts. Outlines of methods and lists of behavioral objectives are included.

Pfister, J. W. "Teaching Business Education Progress in Two Year Post Secondary Schools." Business Education Forum, 27 (December 1972) 39-42.

From St. Petersburg Junior College, the author says that students are asking for relevant courses and the definition of relevant courses is those that have real meaning in terms of job preparation. All business courses meet this test for relevancy. He looks at the many programs which

have arisen in business education to see (1) why they have developed, (2) how they function, and (3) the benefits that are apparent in them: college programs for the deaf, teaching other disadvantaged students, coop-work experience programs, extended campus programs.

"Report of the Committee on Junior Collge Curriculum 1971-72." ERIC, ED 065 112, July 1972, 76 pp.

An eight-member committee of the American Accounting Association books at the following topics: the role of the community college in higher education, accounting in the community college, and articulation problems concerning community and senior colleges. Findings included: there are sufficient employment opportunities for graduates of two-year accounting curriculums to justify such programs; no special accounting curriculum was recommended since flexibility for meeting local needs should be maintained; cooperation between two and four-year colleges should include counseling students to take only one year of accounting in the junior college; there needs to be continuing communication between two and four-year schools. A bibliography is included to encourage and facilitate research.

Reynolds, James W. The Junior College. New York: The Center for Applied Research in Education, Inc., 1965, 111 pp.

Covers the junior college in higher education, its educational purposes, its curriculum, its students and student-personnel program, its professional staff, its administrative organization, its plant and finance, its standards, and its

prospects for the future in the United States. Also included is a bibliography (p. 105).

Rhodes, James A. Alternative to a Decadent Society. Indianapolis: Howard W. Sams and Company, Inc., The Bobbs-Merrill Co., Inc., 1969, 108 pp.

The ex-governor of Ohio, though proud of the progress we are making in Ohio, says that our educational system is a hundred years out of date because it is locked in to the teaching of subjects and bows to the snobbery of a limited group. Turning out millions of unskilled and untrained graduates, the schools, he feels, must either train the student for a job or fight him in the streets. He proposes the increased development of technical programs.

Richardson, Richard C., Clyde E. Blocker, and Louis Bender. Governance for the Two-Year College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972, 245 pp.

For university governance, the authors recommend the participation model which has as its goal the development of cooperative relationships among all members of the college community. Significant among the suggestions in the book are outlines of community functions, criteria for faculty evaluation, and steps in a governance procedure.

Rodgers, Mary Columbro. New Design in the Teaching of English. Scranton, Pennsylvania: International Textbook Co., 1968, 184 pp.

Associate Professor of English and Education at Trinity College, Washington, D. C., the author views the teaching of

English in its total context from kindergarten through graduate school. Dwight Burton calls it "the most careful definition of the structure of English yet to emerge... the book is worth the serious attention of prospective and practicing teachers of English and of all students of the English curriculum."

Roueche, John E., et al. "Accountability and the Community College: Directions for the 70's." ERIC, ED 047 671, 1971.

This report contains an accountability model for any community college. Case studies of accountability development at various junior colleges are cited.

Schrupp, Harold A. "A 'Career Ladder' Approach to Junior College Curriculum." ERIC, ED 051 815, May 1971, 30 pp.

More attention should be paid to the building of "career guidance and career curriculum programs with exit points that enable students to seek employment and/or to continue their education." Some of the best "career ladder" programs are the federally sponsored New Career programs. A number of California junior colleges involved in this program are listed and the details of their programs described. Guidelines given for construction of a "career ladder" curriculum: (1) Identify specific titles of jobs that are available; (2) apply a job analysis to the occupation; (3) organize the curriculum to reflect specific behavioral objectives; (4) develop evaluation criteria; (5) develop the curriculum. Examples of programs with

related employment possibilities are listed for: human services, municipal services, accounting, agronomy, aerospace drafting technology, agricultural business, air transportation, commercial pilot, air transportation (general), architectural technology, civil technology, environmental science technology, marine lab technology, journalism, and industrial drafting.

Schuck, Robert F. "Revitalized Curriculum for Business Education." Clearing House, 45 (September 1970 32-36.

The author notes that "new" approaches to curriculum suggest really very little that is new. He proposes some real innovations: (1) a continuous progress program that will challenge all students in terms of their own potential, offering opportunity for acceleration of high-ability students, providing a program that will promote a desire for study in business education and arouse curiosity; (2) three different instructional programs: a one-year general education, a three-year pre-professional program, and a three- or four-year vocational program (through the high school level). Advantages include: (1) student programs without regard to specific time segments; (2) a flexible curriculum to permit individual advancement; (3) individualized instruction; (4) courses graduated according to the levels of difficulty.

Shugrue, Michael F. English in a Decade of Change. New York: Western Publishing Co., Inc., 1968, 20[illegible] pp.

This volume on the teaching and learning of English reviews

and assesses a decade of change and innovation vital to the intellectual and aesthetic health of a technological, materialistic, impersonal society. It surveys trends in the preparation of teachers of English, the English curriculum at all levels, and patterns of school and college organization. Pages 133-37 deal with the two-year college.

Shugrue, Michael F. "Teaching English in the Junior College: Findings from a National Study." Educational Digest, 36 (October 1970) 51-54.

Mr. Shugrue summarizes findings from a national study by the Modern Language Association, the NCTE and the AAJC in 1970. This is a condensation of an article in the Junior College Journal (XL;8-12 June 1970). Recommendations: (1) Two-year college English departments must examine goals continuously; (2) meet needs of students from a wide variety of educational, social, economic, cultural backgrounds by offering humane courses; (3) instructors must be active in determining educational goals; (4) instructors must continue their professional growth; (5) department chairmen must have authority to be educational leaders and spokesmen for their faculty; (6) departments must develop effective ways to use teaching aides and assistants; (7) graduate departments of English must initiate and support programs which will prepare qualified two-year college English instructors; (8) public, private, and institutional funds must provide support for further research into the teaching and learning of English in the two-year college.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970, 552 pp.

This book is a result of a three-and-a-half-year study commissioned by the Carnegie Corporation of New York. Our most pressing educational problme, he says, is "not how to increase the efficiency of the schools and colleges; it is how to create and maintain a humane society." We have failed if our children, though they learn to read, grow up to read only the tabloids and movie magazines. Our job is to make music, art, and poetry experiences that they will enjoy throughout their lives. Of particular interest to the English teacher are pages 175-179, among others, regarding the failures of educational reforms in English curriculums.

Taniguche, Bessie. "A Study of Curriculum Development and Trends in Business Education Department at Kapiolani Community College for 1964-70." ERIC, ED 042 447, 1971.

This study focuses on the subject area of English, mathematics, accounting, shorthand, and typewriting at Kapiolani Community College in Oahu, Hawaii. The author traces these areas in the business education program. As the college evolved from a technical school to a comprehensive junior college subject matter taught in these courses has tended to emphasize the more practical needs of the non-transfer business student. In addition, some basic English and math courses are now offered by the business department. There is a trend toward thematic rather than single subject

matter orientation and increased development of independent study opportunities, and a greater emphasis on involving the students in the teaching-learning process.

Teel, J. W. "Freshman English in the Age of Revolution; New Left Bias." National Review, 24 (May 26, 1972) 586-7+ So-called relevant texts on the market for modern classes in freshmen English are seen by Mr. Teel as forts of appeasement of the "barbarian at the gates." He includes recommendations of texts which make an honest attempt to bring all sides of each issue. This is an unapologetic defense of the traditional liberal arts education.

Trudinger, Paul. "Patterns of Diversity and Unity: Pedagogical and Curricular Reflections and Suggestions." Journal of General Education, 20:1 (April 1973): 50-60. On Page 59 the author recommends guidelines for curriculum in the 70's: (1) Any curriculum to be appropriate for our times must allow for the individual concerns, the intellectual and emotional commitments of each student to find expression. (2) Any such curriculum must also reflect the real concerns, hopes, and sources of inspiration of society. (3) Whatever curriculum content is decided upon in light of these two concerns, the issues must be dealt with comprehensively from the points of view, whether or not they seem to be conflicting. The part studied must be clearly set within the context of the whole.

"Ten Major Educational Events of 1972." Educational Horizons, Winter 1972-73, p. 104.

(1) The Education amendments of 1972 in Congress; (2) new leadership in HEW and U. S. Commissioner of Education; (3) Creation of the National Institute of Education; (4) Lowered enrollments and teacher surplus; (5) heated-up busing issue; (6) veto of educational bills nationally; (7) merger in New York of two rival state teachers groups; (8) NEA in crisis; (9) school finance in Rodriques School finance case from Texas; (10) year's controversial book: Christopher Jencks' study of factors that make a difference in the lives of American children and youth.

"Two Year Colleges: A Shorter Way to Good Careers." Good Housekeeping, 175 (September 1972) 188.

From 1960-1971 these junior colleges have risen from a total of 678 with 660,000 students to 1120 with 2.7 million students. This article sees as their most exciting feature the increased emphasis on career training programs. The variety of career programs at almost all of the two-year colleges includes secretarial science, business administration, electronic technology, data processing, paramedical programs, and public service programs.

Weiss, Edmond. "PPBS in Education." Journal of Genral Education, 25 (April 73) 17-27.

The author argues strongly in favor of Planning-Programming-Budgeting Systems for education over claims that the approach is "totalitarian," "dehumanizing," impossibly hard to do."

IV. Why? For Business Vocations

Boyer, Marcia A. "Cooperative Work-Experience Educational Program in Junio Colleges." ERIC, ED 042 455, October 1970, 4 pp.

Published in the Junior College Research Review (October 1970), the values of the cooperative work experience programs in the junior colleges are viewed from the standpoint of the students, college, employers, and community. Next, the promotional responsibility of both the program's advirosy committee and the individual program coordinator are investigated, followed by a look at program arrangements at Rock Velley College (Illinois) coop-tech program with forty local industries and the College of San Mateo (California) T/A training program and the potential of combining the traditional police cadet training system with a college education. Difficulties include: student supervision, relevance of work experience to course work, scheduling conflicts, financial remuneration, and placement. Looking to the future: San Mateo and Orange Coast Junior College Districts in California have received federal and private support to provide a national demonstration model for junior-college coop education.

Bunch, John. "Reemployment Is Needed in Business Education." The Balance Sheet, 53:8 (May 1972): 340-41+.

In a survey of 500 business firms in Charlotte, North Carolina (a return of 42%), Dr. Bunch determined the hir-

est ranking needs among clerical workers, three out of five of which are concerned with communications: (1) grammar, (2) good work habits, (3) office ettiquette, (4) business vocabulary, (5) composing correspondence. Recommendations are included for a cooperative program between the business and English departments at the high-school level.

Burt, Samuel M. "Education and Industry Can Make a Great Team!" Today's Education, 59 (December 1970) 34-36.

Director, American University's Business Council for International Understanding Program, Washington, D. C., the author says industrial leaders are more anxious now than ever before to help schools because of their traumatic experiences in hiring and training large numbers of so-called disadvantaged youths and adults. They have found these people to be deficient not only in job-seeking and job-retention skills but also in the basic fundamentals. They have found it necessary to give this type of education. Mr. Burt's research identifies more than fifty types of volunteer industry involvement with schools as follows: (1) Improvement of instructional programs in classrooms, shops and labs, (2) participation in work-study programs and curriculum revision, (3) preparation of job placement and career guidance information, (4) assistance in professional growth programs for teachers and recognition incentive programs, (5) provision of administrative supportive services (6) participation in the schools' public relations activities and (7) opening of industrial facilities to

schools and (8) donating materials and financial resources.

"Careers and the Community Colleges: A Symposium." American Education, 8 (March 1972) 11-30.

This report of a symposium contains the following articles: S. P. Marland: "Career Education and the Two-Year Colleges," William A. Harper: "This Way to the Jobs," Patrick D. Smith: "Recruiting Aerospace Technicians," Jeffrey B. Nelson's "Two-Year College Teachers in the Making," Jeanette Ingold: "Where Handicaps are Forgotten," and "Support for Two-Year Colleges."

Chandler, M. P. "A Lot of Learning is a Dangerous Thing." Harvard Business Review, 50 (March 1972) 122-31.

An anonymous satire poking fun at business men who are proposing a humanities curriculum, this piece is really an argument in favor of the humanities approach as it shows how such a broad education would make the business man change his values--a real danger therefore for industry! If he had a broad education, the businessman would not be satisfied with his being a slave to industry.

"College-Educated Workers, 1968-80," Bureau of Labor Statistics Bulletin 1676, Washington, D. C. 20212, 1970.

Analyzes factors that will affect the supply and demand for college graduates during the 1970's, examines the job outlook for women college graduates, previews the expected manpower situation for 24 occupations requiring college or junior-college training. May be ordered for .35 per copy from the Bureau of Labor Statistics, Occupational Outlook Service.

"Communication Survey of Business." Business Education Forum, October 1972, p. 39.

This review of a doctoral dissertation from the University of Wisconsin by Richard C. Hansen reports a summary of the findings: Businessmen and educators tend to agree on course content and objectives of communications preparation for business students at the collegiate level. Businessmen ranked the teaching of speaking and listening skills much higher than educators, however, as well as problem-solving skills.

Culver, Gordon F., and Elsie M. Jevons, "A Career in the Secretarial Occupations." Business Education Forum, May 1972, pp. 3-6.

An important article for counseling in secretarial programs, it covers the nature of the work of secretaries, opportunities, preparation, qualifications and sources for additional information. Copies of this article are available at minimum cost in large quantities from National Business Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

DeCarlo, Charles R., and Ormsbee W. Robinson. Education in Business and Industry. New York: Center for Applied Research in Education, Inc., 1966, 113 pp.

The authors' book is based on the premise that business and industry can survive and prosper only by maintaining continuous educational programs. This means drastic [illegible] lie ahead for business and industry and it means that edu-

cation of the young must be changed. Schools, they say, just equip the student with the tools to go on learning.

"Devil's Advocate." Newsweek, 79 (March 27, 1972) 84+.

This is a review of the anonymous "A Lot of Learning is a Dangerous Thing" (q.v.), the thesis of which is that today's typical executive is no risk-taking entrepreneur or innovator, but a plodder--intelligent, industrious and virtuous, but basically uncreative and content to make his company his life. "If their education must be truncated to ensure this, then let us harden our hearts..."

Dillon, Margaret H. "World's Secretaries Seek Career Development." Secretary, 32 (December 1972) 18-23.

A CPS, Ms. Dillon recounts her experiences at the First International Congress of Secretaries in October and November of 1972. Ideas she presents include: The qualities important to the secretary are discretion, reliability, ability to make personal contacts, dependability, innovation, working morale, mental flexibility, sense of humor.

Downer, Betty J. "What Business Educators Can Learn from Methods Employed in Business Training Programs Developed by Members of the Business Community." Journal of Business Education, 46 (January 1971) 165.

The purpose of the author's study at Sunset High School, Hayward, California, was to determine whether applying methods and techniques developed by the business community would work in the business education classes. Findings: (a) advice from people in industry for which the student

was being trained proved helpful; (b) arrangements to use commercial businesses for labs proved successful; (c) cooperation of parents has proved to be an essential ingredient to the success of the educational-business programs.

"English Spoken Here." Newsweek, 80 (August 14, 1972) 28.

This article deals with the growth of the English language in China. Because its international contracts are expanding, China needs all the foreign-language speakers it can get to serve as interpreters, tour guides, and diplomats.

Goldman, Ivan G., "Secretaries Get a Break," Cincinnati Enquirer June 24, 1973, I, 11.

Reprinted from the Washington Post, this article states that in Montgomery County, Maryland, the word "secretary" has been banned from job classifications in the county government. Hereafter, the 250 persons now known as secretaries will be dubbed "administrative aids," in an effort to combat sex discrimination and the channeling of women into traditionally stereotyped duties.

Gryder, Robert, Gary Ragsdale, and Helen Leight. "Accountability: Office Procedures." The Balance Sheet, 54:3 (November 1972): 106-07.

Includes an excellent plan for a student activity useful in business English class in the junior college: students prepare a questionnaire and a cover letter and go into the community to conduct a survey of businessmen about preferred skills and personality traits for office workers.

Harlacher, Ervin L. The Community Dimension of the Community College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969, 140 pp.

Report of a study by American Association of Junior Colleges to (1) be of value to new community colleges desirous of inaugurating a program of community services and to existing junior colleges, (2) to contribute toward closing the gap between what is and what ought to be in community college programs of community service, and (3) to provide the basis upon which a major position statement of the AAJC regarding the community services function of the community college.

"If They Just Don't Seem to Get Your Message." Changing Times, 24 (June 1970) 39-40.

A writer for Kiplinger contends that business experts estimate that 80% of bad management decisions are the result of poor communication. He cites barriers to good communication in this article and gives advice on ways to improve: establish a climate of understanding; adopt the attitude of listening as well as speaking; demonstrate open-mindedness; try to predict the impact of your remarks; use common sense; learn more about the values of a group from their publications; test the reactions of your audience by inquiry about their understanding of it; put lengthy instructions in writing, giving the receiver a chance to study what was said; use simple and direct language, and watch your semantics.

Klein, Joseph F. "Adequately Trained Secretaries; A follow-up Study." Balance Sheet, 50 (March 1969) 292-3+.

From Herkimer County Community College in Ilion, New York, the author presents the findings of a survey to determine whether students are being prepared for tasks they actually perform on the job: how, out of 179 graduates (112 responded), graduates were found to be more than adequately trained in the junior college for their jobs. Major activities of office workers are (1) taking dictation and transcribing (major activities), (2) composing at the typewriter by 3/4 of the respondents, (3) half of them took dictation over the telephone, (4) one-third transcribe from recording machines, (5) typing includes tabulation and statistical work, (6) changing typewiter ribbons, (7) more typing from rough drafts was recommended, (8) make carbon copies, (9) filing, (10) copiers, (11) handling mail, (12) making appointments and reservations, (13) records of callers, (14) prepare packages for mailing, (15) compiling information for reports. A secretarial grammar course had been offered by the college: 88% thought it adequate. The other 12% thought they needed more preparation in punctuation and 72% wanted more office-style dictation. The author recommends follow-up studies for all programs.

Larsen, Howard B., and Jean Hunter, eds. "Designing a Model for Community College Placement Proceedings of a Career Placement Workshop," ERIC, ED 056 686, 1971, 29 pp.

A discussion of the ideal components in developing a

guidance-oriented community college placement service resulted in a felt need to first clarify the role of placement in community colleges and then to have further workshops to (1) develop the ideals discussed, (2) suggest methods of implementation, (3) develop further goals and objectives, (4) discuss problem areas.

Leathersick, Glenn J. "Alleviating the Court Reporting Shortage." Junior College Journal, 42 (May 1972) 32-34.

The author suggests that the secretarial departments offer a court-reporting option. He recommends that second-year students who have attained a speed of 120 wpm should be offered the option. Starting income in up-state New York ranges from $6500 to $8500 (May 1972). Opportunities available are of three kinds: court, hearing, and free-lance.

Martin, Thomas B. "Twenty Ways to Build Good Business-Community Relations." Balance Sheet, 53 (October 1971) 58-60.

Professor of Business Education at Illinois State University at Normal, the author provides ways the teacher can promote better community understanding of the total education program: (1) Provide publicity concerning your professional activites and programs offered by your department; (2) engage in informal discussions with members of the business community in the conduct of day-to-day personal transactions; (3) support a planned visitation to the school's business education department by leaders in the local business community; (4) accept their invitations to speak to community groups; (5) conduct community surveys to

determine local business practices, employment standards, and business equipment in use; (6) create an advisory committee of business leaders of the community to assist in curriculum development and revision; (7) encourage student organizations sponsored by the business department to invite leaders in the business community to speak at scheduled programs; (8) express an interest in and recognize the accomplishments of members of the business community, etc.

Mohre, A. "Writing Reports for Business." Writer's Digest, 52 (June 1972) 22-24.

Writers who have not reached a fully professional status often need a source of pocket money. Such writers may work at part-time jobs such as writing research reports for business and industry. This article gives advice on the requirements, and how to go about getting employment.

"Opportunities for Community College Graduates." School and Society, 98 (November 1970) 396.

The June 1970 graduate of a two-year occupational program probably had better opportunity for employment than the Ph.D; the percentage of placement was over 90% and the salaries better than average according to Kenneth Skaggs, Coordinator of Occupational Education Program Development, American Association of Junior Colleges. The greatest demand appeared to be for persons trained for work in health fields. Sampling does show clearly that there continues to be a need for certain kinds of technical

manpower and that the necessary training can be provided via two-year community college programs.

Orange, Linwood E., "English: The Pre-Professional Major." ERIC, ED 064 276, 1972, 19 pp.

Available from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801, Stock #17957, this essay provides documentation that training in English and literature, particularly at the college level, is invaluable in preparation for futures in law, medicine, and business. Information is based on a recent, private survey. Among other findings, the study pointed out that nearly every student who enters college to prepare for a busienss career is advised to follow a highly restricted curriculum; yet employers are dissatisfied with managerial employees who specialized before they achieved a well-rounded education. Applicants with a college English background are hired by industry to fill positions in two broad categories: (1) editing, technical writing, and other positions which directly utilize this educational background, and (2) sales, marketing and other positions that require logical thinking and the facility for exact communication. A list of representative positions and the type of organization that utilize them and hire English majors is given.

Plunkert, Lois. "Medical Record Technicians and Clerks." Occupational Outlook Quarterly. Winter 1972, pp. 21-22.

Employment as a medical record technician who assembles and files all medical reports is defined here, its qualifi-

cations, training, places of employment, employment outlook and earnings. Required courses include biological science, medical terminology and record science, business management, and secretarial skills. The Accredited Record Technician examination must be passed. Details may be obtained from American Medical Records Association, John Hancock Center, Suite 1850, 875 North Michigan Avenue, Chicago, Illinois 60611.

"Reforming Vocation-Technical Education." School and Society, 98 (February 1970) 73-74.

A report published by Educational Facilities Laboratories, On the Way to Work, noted that the President's Advisory Council on Vocational Education charged in 1968 that the educational system was slow to meet the changing needs of both students and industry. Of high school graduates who do not go on to college, only a fifth have been equipped by trade and industrial courses to work at a craft or white-collar job. Women are offered few occupational programs. Students are being trained for unimportant, outdated, or irrelevant occupations and many students are not being prepared for the probability that they will make six or seven job changes over a lifetime. The report recommended reforms: facilities in early grades; pre-vocational training; an occupational commitment during high school years; an interdisciplinary approach in high school; job placement services and follow-up studies; greater flexibility in school programs, and schedules; elimination of separation between vocational and academic programs,

articulation between high schools and junior colleges, use of school facilities, kitchens, offices, for example, in occupational training education. Outstanding vocational schools are listed.

"Reporting to Government How Paper Work Swamps Business." U. S. News and World Report, 72 (May 29, 1972) 96-97.

Reasons are given here that the small businessman can't afford to hire employees: too much paper work is required by the government for each one. A firm with 50 to 60 employees has to fill out 75 to 80 government forms a year, some several pages long. The Senate is investigating the paperwork problem. Government insists things are improving but this report indicates excessive paper work required by government causes unemployment.

Rogers, David. "Vocational and Career Education: A Critique and Some New Directions." Teachers College Record, 74:4 (May 1973): 484.

Vocational students in community college "seem to have the highest net monthly earnings, followed in order by post-secondary technical schools, vocational high schools, and academic graduates with general curriculum students last. A recommendation in the same study (p. 498) was that the community college either work closely with secondary schools, the latter offering the basic liberal education and the former the technical skills, or that the community college offer both vocational and general academic education.

Snyder, Fred A., et al. "The Employment of Career Graduates." ERIC, ED 065 117, 1972, 100 pages.

Available from Harrisburg Area Community College, 3300 Cameron Street, Harrisburg, Pennsylvania 17110, this is a follow-up study to (1) investigate the activities of these graduates and (2) to obtain opinions from graduates and their employers about their education and employment. Questions were sent to 405 career students between 1966 and 1970 and to their employers. Response from questionnaires was 78.5% for graduates; 70% for personnel officers; and 86% for supervisors. Findings include (1) 70% of the graduates were employed full time; (2) 90% found employment in their area os specialization; (3) over half continued their education after graduation; (4) the average salary was over $6900 yearly; (5) employers preferred graduates to have spcialized training at the college; (6) graduates evaluated their coop work positively; (7) the large majority of graduates rated their education at the community college as superior or good, with 90% stating that they would recommend the college to persons with interest in their field.

"TV vs Print," Newsweek, 76 (November 2, 1970) 122-23.

Dr. Herbert Krugman, a New York psychologist who does communications research for General Electric, has given support to Marshall McLuhan's iconoclastic views that print is a "hot" medium, TV a "cool" one. Secretaries reading ads and watching TV ads were used in the research. His work

has implications for the writing of advertisement.

"This We Believe About the Expanding Leadership in Planning Role of Business Educators in Developing Vocational Programs in Cooperation with Other Vocational Educators and General Educators." Business Education Forum, 25 (April 1971) 8-9.

This is a statement by the Policies Commission for Business and Economic Education, sponsored jointly by National Business Education Association and Delta Pi Epsilon. It names eleven responsibilities of business educators: (1) Analyze manpower needs; (2) plan programs in cooperation with personnel concerned with business and industry and agriculture; (3) provide common experiences for vocational students; (4) participate in planning common programs of teacher education; (6) participate in the assessment and evaluation of a total vocational education program; (7) join other vocational services in promoting interest in the total field; (8) participate in educational research; (9) assist in planning a total program of career information and guidance; (10) cooperate with education personnel in other schools; (11) assist in developing effective instructional media.

"Vocational Education: More Emphasis Required." School and Society, 98 (March 1970) 136.

The American system of vocational education gets bad marks from the National Advisory Council on Vocational Education in its first annual report. The Council cited as a root of the problem the national prejudice against vocational training.

The Federal Government invests $14 in the nation's universities for every $1 which goes toward vocational education. Yet 60% of high school students do not receive training beyond high school. The bulk of our graduates leave school ill-prepared for useful work. Intellectual snobbery must be cured. The report suggests that programs begin in elementary school with talk about jobs and the value of work and that high schools include released-time programs for job experience.

Walton, Patricia Anne. "A Comparison of Business Correspondence with Principles Found in Business English Texts." Journal of Business Education, 47 (May 1972) 341.

As part of the M.A. study at San Diego State College, the author asks: are the principles of letter writing found in business English texts followed in actual business correspondence? She analyzed 337 pieces of business correspondence. (1) Only 4.9% of the letters were free from mechanical errors. (2) Most frequent errors were: incorrect method in setting off words and phrases and clauses; unnecessary words; more than one thought to a sentence; other findings: the principles of good letter writing found in business English texts are not being used by a majority of writers of business correspondence; more letter writing instruction is needed in the areas of psychology, grammar, semantics, and punctuation.

Wiesman, Walter. "Effective Communication." Vital Speeches, 36 (September 15, 1970) 723-25.

NASA Space Flight Center in Huntsville, Alabama, Internal Communications Coordinator gives advice for increasing communication effectiveness, especially for supervisors. (1) Hang loose; be prepared to face the unexpected; (2) be willing to put yourself in the other person's shoes; (3) listen to the causes behind the other's actions (4) be persuasive in order to be believable. (5) To be believable, we must be credible. (6) To be credible, we must be truthful.

Withey, Stephen B., et al., A Degree and What Else? New York: McGraw-Hill Book Co., 1971, 147 pp.

The Carnegie Commission on Higher Education has sponsored preparation of this report. The foreword by Clark Kerr summarizes the findings: Individuals who go to college tend to be more liberal and tolerant, more satisfied with their jobs, more highly paid, more thoughtful and deliberate in expenditures, more likely to vote and participate, more informed about current affairs. However, college attendance also gives greater accent to certain problems: prolongation of youth, generational conflict, conflict between the college group and the non-college group, opposition between the liberals and the conservatives.

"Write Letters That Say What You Mean." Changing Times, 26 (June 1972) 18.

A Kiplinger writer gives advice about letter writing: get to the point fast. Put what you want in the first paragraph. Keep the language simple. Treat your reader as you would like

to be treated. Keep your letter neat.

Zapfel, Helen. "Advisory Committees." Balance Sheet, 52 (May 1971) 344-45.

From Neumann High School, Williamsville, New York, the author believes that the business teacher should avail himself of free talent that is readily available to him--an advisory committee of local businessmen. Ideally such a committee would consist of a cross section of representatives of different types of businesses. Advantages: (1) a current outlook; (2) Specific technical information; (3) source where teachers can obtain in-service training, etc.

V. How? Teaching, Learning, Testing, Evaluating, Researching

A. Classroom methods and activities

Barrios, Alfred A. "Self-Programmed Control: A New Approach to Learning [Junior College]" ERIC, ED 061 924, 1972. This paper, presented at the American Association of Higher Education, Chicago, March 6, 1972, introduces a program for dealing with two affective detractors from learning (1) a negative attitude toward school and (2) personal problems. In a trial use at East Los Angeles College the program has shown that attitudes toward school have been modified positively by a 250% increase in Brown-Holtzman scores and that the occurrence of personal problems has diminished as indicated by a drop in Willoughby scores from the 72nd to the 38th percentile. Actual improvement in grades and numbers of units completed were found to correlate with the affective changes. The ease of implementing the program and various ways of inexpensively incorporating it into the school curriculum are also described.

"Basic Application Programs. Set 1 (15 Programs); Set 2 (19 Programs); Set 3 (12 Programs)." ERIC, ED 052 610, 1971. The programs in these three bookets are designed to demonstrate how the computer can be applied to the problems of many disciplines. The problems and the corresponding computer programs are, for the most part, quite simple. The language BASIC is used for all programs.

Baly, Jeanette. "Word Processing and Its Implications on Stenography," The Balance Sheet, 54:7 (April 1973) 292-93+.

Providing a history and definition of "word processing," the author presents the implications for business education: make way for an unprecedented demand for machine transcribers; stop preparing numbers of shorthand writers and concentrate on quality.

Berry, Elizabeth. "The Unit Process." ERIC, ED 049 200, March 1963, pp. 357-66.

The unit process is an outgrowth of the John Dewey philosophy that reflective thinking and problem solving are one and the same. A method of teaching based on problem solving, the unit method permits students to formulate and answer questions significant to their subject fields. This essay contains an illustration of the unit method of studying newspapers.

Bose, Arnola C. "Bone Up on Punctuation." Secretary, 31 (March 1971) 14-18.

The author quotes one authority, admittedly among many, for punctuation rules, which she presents here in outline form, followed by a punctuation quiz to check one's understanding of punctuation principles. She uses as reference Gavin and Sabin's Reference Manual for Stenographers and Typists, Gregg, 1970.

Brendel, Leroy and Herbert Yengel. Changing Methods of Teaching Business Subjects. Washington, D. C.: National Business Education Association, Yearbook No. 10, 1972, 337 pp.

Covers all subject areas of business education: basic business, consumer economics, business law, business principles and management, economic, marketing, distributive education, office education, organizational plans, post-secondary programs, and the Key to Success in Meeting Changing Methods of Teaching Business Subjects. Especially significant to the teacher of business English is the chapter entitled "The Communications Teacher" (p. 334 ff). The authors state that a trend of the 70's is toward individualized instruction.

Brendel, LeRoy. "Programmed Materials Teach English Usage," Business Education Forum, October 1971, pp. 24-25.

Mr. Brendel of West Hempstead High School, New York, writes of the increasing importance of programmed text-workbooks in business English, spelling, and punctuation, their success depending upon the willingness of the teacher to leave "center stage." The use of programmed spelling and English usage drills can produce better shorthand transcribers in shorter periods of time, he states. This article gives advice in the use of programmed instruction, the diagnostic pretest, resource files, supplementary materials, overcoming problems of procrastination among students, setting up end-of-marking-period standards, etc.

Brenholt, JoAnne M., and Edward L. Houghton. "Individualized Video Shorthand Instruction." The Balance Sheet, 53:3 (May 1972): 324-3.

Three groups make themselves known in shorthand classes:

(1) the top group with photographic memories who write beautifully; (2) the middle group, slower and less imaginative; (3) the stenographer-misfits who usually drop out before the end of the quarter. The unanswered question: Could these stenographer-misfits make progress if they have a chance to proceed at their own rate?

Calvin, Allen D., ed. Programmed Instruction. Bloomington: Indiana University Press, 1969, 250 pp.

Of interest to the business English teacher in the junior college would be the first four chapters, including essays on programmed learning in spelling and reading, and Chapter 10, "The Use of Programmed Instruction in Adult Education" and Chapter 11, "Programmed Learning and University Instructional Services."

Christensen, G. Jay. "Data Communiations: Rationale for Enrichment in Business Communication," Journal of Business Communications, 7:4 (Summer 1970): 17-24.

The author predicts that in the next twenty years written communications as we know them will disappear. It takes too long to write a business letter. Carbon copies are already obsolete. The report writer cannot compete with computer print-outs. But man and machine are inextricably linked in data communications. He proposes courses of action: 1. Curriculum planners can create a course in data communications for at least one semester. 2. They can include data communications in two or three class periods as introductory material by communications professors within

business communications courses. 3. Communication theory courses should include entire units on data communications He includes a course outline for Number 1.

Collins, L. M. "Word Processing in Business Education," Business Education Forum, May 1973, pp. 29-32.

Mr. Collins, IBM Office Products Division, Franklin Lakes, New Jersey, defines word processing, admittedly as not new, as the combination of verbal ideas, written documents, and other information which make up an organization's total communication system. Implications for teachers: "We should make certain that the basic skills in listening, speaking, reading, and writing are developed as early as possible in any educational program. If a student's record indicates language difficulty, business communications or language training should be provided. Basic skills in spelling, punctuation, and grammar should be included in a functional mode. Weaknesses in these areas tend to prevent progress in typewriting and other business courses.

Connolly, John J., and Thomas Sepe. "Do Students Want Individualized Instruction?" ERIC, ED 063 931, July 1972, 32 pp.

A limited supply of this document free from Clearinghouse for Junior Colleges, 96 Powell Library, UCLA 90024. The purpose of the study was (1) to measure student acceptance of the concept of individualized instruction, (2) to identify positive and negative factors of individiualized instruction as perceived by students, and (3) to identify the characteristics of students selecting individualized and

traditional methods. Random samples of students from Harford Community College, Maryland, participated in the first phase of the study and samples of students from three other local colleges were added to the second phase. The result of these studies indicated that only 50% of the students sampled preferred individualized model to the traditional approach. While a majority of the students indicated a preference for almost all the characteristics of individualized instruction, including self-pacing, emphasis on the individual, and grading based on achievement of objectives, they preferred teacher rather than student control of the learning situation. Negative reaction may have been strong enough to reject individualized instruction. Implications of the study are included.

Cordry, Beverly C. "An Experimental Study Comparing Two Methods of Teaching Remedial English." ERIC 050 095, 1970, 97 pp. Available only in xerox copy from University microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106, this study was devised to compare the main effects of two methods of teaching remedial English--programmed and traditional live instruction methods. The experimental group (73) studied the fundamentals of English grammar and usage outside the classroom by means of programmed text, with class time devoted to discussing assigned readings and writing paragraphs. The control groups (87) received in-class instruction in the fundamentals of English grammar and usage from mineographed copies of materials designed by the experimenter,

also discussing readings and writing paragraphs. At the end of the semester the English Usage portion of the ACT, Form 10A, was administered to both groups. No statistical differences were found between the two methods.

Cronie, Barbara, "Reckon with Your Readability," Today's Secretary, February 1973, pp. 24-25.

The author provides hints for the secretary's improvement of reading skills, assisting the person with average college-freshman reading rate of 250 wpm to improve to the desirable rate of 400 or 500 wmp, to improve both speed and comprehension.

Davis, Mary Alice, and Sara Corbett. "Self-Paced Individualized Instruction in Secretarial Science." The Balance Sheet, 54:4 (January 1973): 159-60+.

This article is helpful to the faculty who change from traditional classes to self-paced individualized instruction, open-ended with a grading system based on mailability; fees of $10 monthly plus books include tutorial assistance in a lab situation in junior-college secretarial instruction.

"A Directory of Self-Instructional Materials Used in the Junior College." ERIC, ED 053 720, 1971, 141 pp.

A limited supply available free from Clearinghouse for Junior College, 96 Powell Library, UCLA 90024, this directory is a compilation by subject matter of self-instructional materials prepared by instructors who are specialists in each field.

"Education Must Relate to a Way of Life." Educational Digest, 36 (October 1970) 8-11.

Condensed from Chapter 7 of Automation and Society, a report of the first annual Georgia-Reliance Symposium on Automation and Society, published by the Center for the Study of Automation and Society, Athens, Georgia. The panel discussion on which this chapter is based was chaired by Ralph W. Tyler and summarized by Professors Ellis Scott and Consultant Roger W. Bolz: For the first time in history every man needs communication skills, verbal skills, and the capacity to learn and relearn. Individual choice will largely determine the direction in which enterprises will move; we must ask, then, what people will want from an affluent society. Right now, it seems, the desire is for more health services, more educational services, more recreation. Educators are giving increasing consideration to cooperative education. Perhaps education can be applied to "professionalize low-status occupations in the production and service industries. Make schools relevant. Do something about compulsory education laws; minimum wage laws, child labor laws, archaic educational units; question of federal/state relationships, train teachers for new technologies and implications. Expect pressure from industry during the next decade.

Edwards, Keith J. "Students' Evaluation of a Business Simulation Game as a Learning Experience." ERIC, ED 058 142, December 1971, 41 pp.

Ninety-nine business educational students in an introductory business course in junior college answered a questionnaire

after playing a semester-long game. Results support the claim that games are self-judging, increase student motivation, and increase student understanding in areas related to the game, but not the claim that games have special value for low-achieving students. The students' evaluation of the game experience was positively related to their understanding of the instructional reasons for use of the game.

Fagan, Edward R., and Jean Vandell, eds. "Through a Glass Darkly: Classroom Practice in Teaching English 1971-72." ERIC, ED 058 215, 1971, 108 pp.

Available only from NCTE, 1111 Kenyon Road, Urbana, Illinois 61801, #00867, the document is a collection of essays espousing various methods of teaching English. Polarized, the educational alternatives that we face are systems approach versus the human factor. It is concluded that systems approaches can be adapted to our classrooms based on the structures used in many of the articles in this document.

Fisher, Edith S. "Trick Method of Teaching Business English." The Balance Sheet, 49 (December 1967) 151-53+.

From Powelson Business Institute, Syracuse, the author presents a novel technique for teaching English usage. She believes that if students have not mastered complicated rules in the study of English, we must find other means. She proposes teaching students tricks to use when their knowledge of grammar fails them: e.g., who/whom can be taught by trick, substituting he/him. Her study of the

use of this method resulted in significant student improvement with the use of the trick method for who/whom instruction. Students acknowledged greater interest than in trying the memory of rules method once again.

Flesch, Rudolph. Why Johnny Can't Read and What to Do about It. New York: Harper and Brothers, 1955, 222 pp.

The "teaching of reading is too important to be left to the educators," Mr. Flesch says and addresses this book to the fathers and mothers rather than to educators. His proposal to forego the look-see method of reading instruction in favor of a return to the phonics system has had implications for teachers of English. Mr. Flesch was trained as a lawyer in Vienna, came to this country in 1938, took a PhD at Columbia, and taught at NYU. He has served as a consultant on readability for the Associated Press.

Fortescue, Priscilla. "Breathing Life into Business Communications." Journal of Business Education, 46 (April 1971) 291-92.

From Grahm Junior College, Boston, Massachusetts, the author presents the thesis, business communications classes need not be a bore. She asked students to describe a person who is "chronically bored." Their definitions of "lazy," "no enthusiasm," "no imagination" led them to be reluctant to admit boredom. Next she has a word project to interest them in looking up and learning new words.

Geddes, Vivian. "Individualized Self-Paced English." English Journal, 61 (March 1972) 413-416.

Chairman of the English Department at Orangevale, California,

the author describes Individualized Self-Paced Learning Packages, which are teacher developed learning units using diverse media, beginning with a pretest, a progress self-test, and a post-test. She provides the titles related to English skills. The packaged approach allows the wide range of individual differences to function uniquely. Major objectives have been to improve attendance patterns, student belief in himself, to improve his attitude toward schcol and to raise his achievement levels. Attendance has increased 25%. Though gains on standardized tests did not increase, student evaluations of the program were positive and rewarding.

Green, Helen H. "Today's Communications in Clerical Practice." Business Education Forum,(February 1971), pp. 14-16.

The author, from Michigan State University, provides suggestions for student activities to reinforce (1) concepts concerning communications (2) listening as a tool of communication, (3) word power and the importance of word choice, and (4) small group communication.

Hershey, Gerald L. "Word Processing: A New Concept for Office Educators?" The Balance Sheet, 54:3 (November 1972) 100-03+.

Of interest to the junior-college business English teacher is the description of the new name and job description of the secretary: "word processor." Use of automatic typewriters has brought about the new system. Emphasis on a command of grammar, spelling, punctuation, and sentence structure is even greater because most of "word processing" will be from recorded media. Ability to listen carefully,

and to follow directions well are essential.

Hill, Louise A. "Business English is Creative." The Balance Sheet, 44 (April 1963) 347-48 +.

From Capitol Hill High School in Oklahoma City, the author describes a seven-week project for business English classes to create their own business, appoint officers of the organization, design their own letterhead stationery, and write letters selling their product. She recommends the use of the unit for the spring quarter when interest lags.

Johnson, Robert A. "Computer Communication," Journal of Business Communication, 8:3 (Spring 1971): 39-46.

Executive Vice President of Data Transformation Corporation of New York, the author discusses such matters as man-to-computer communication, computer-to-computer communication, and computer-to-man communication. How computers work and how they communicate are the subjects of this article. He predicts the development of languages that will let the machine detect and perhaps even correct human errors.

McColley, Jean, and Tom Hemmens. "The Use of the Dictating Machine to Individualize the Teaching of Composition Skills." ERIC, ED 043 241, 15 May 1970, 58 pp.

In an English class and writing laboratory, dictating machines were used to increase skills of composition. Fifteen out of 100 used machines in regular class work; in lab, out of 70 volunteers, 35 were taught by tutors, 35 by dictating tapes with tutor assistance as needed. Tutors discovered that by using prepared tapes and the dictating

machines, they could teach three times as many students as they had before. Machines were also helpful in giving them various insights and were also helpful to non-lab students who used them for review. Although lab students using the machines did slightly less well on evaluation of final composition than lab students not using the machines, the machines were thought to be helpful in bringing recognition of the oral quality in writing and in establishing habits of independent study.

McMurtry, David C. "The Modern Office Concept Molds Program." Business Edcuation Forum, February 1972, pp. 14-16.
This article contains excellent sugestions for student activity projects for learning the concept of the "office," as more than a "place" or a "means to an end."

Menges, Paul F. "Effective Techniques for Teaching Business Communications." The Balance Sheet, 47 (March 1966) 292-94+
From University of North Dakota, Grand Forks, the author makes some helpful suggestions to aid in making business English and communications class interesting: (1) Assign a research report as a term project, based on the student's interest; (2) select one of the former students to serve as a reader; (3) help students with writing problems that occur in their daily lives; (4) role play the dictation of letters; (5) create game situations (have students select negative words such as communism, war, Viet Nam, hate, kill, etc. and have them write sentences in a positive manner using the key word they have selected, e.g.).

He also recommends a grading schedule as well on a point system with a maximum of 800 points.

Newman, Phyllis. "Round Out that Secretary." American Vocational Journal, 46 (January 1971) 88-89.

Instructor at Markesan High School, Wisconsin, the author describes the way she prepared her secretarial students for their unusual but common duty as secretaries--arranging for the office party, on the grounds that a seventeen or eighteen-year-old girl is not paticularly welcome in supper clubs. They visited supper clubs in a group and learned the ropes from club managers on how to arrange for the office party.

Notestine, Ronald E. "Business English in and out of the Office." Journal of Business Education, 47 (January 1972) 147-48.

From Mifflin County School District, Lewistown, Pennsylvania, the author presents a program to encourage the student to broaden his business and cultural horizons through good reading and improved communications both oral and written. He suggests ways to include reading into the business English course that has neglected that aspect of education: he should select reading materials from periodicals that meet his needs and interests and be required to report on them monthly in a typewritten report. Mistakes in grammar would lead to classroom discussion or review. The student may have to report orally for two purposes: (1) to demonstrate his sales ability and (2) to serve as a book preview for other studetns. Other ideas are included for

writing assignments in business English class to broaden both his cultural and business horizon.

Oakley, K., and W. Richmond. "A Systematic Approach to Commercial and Clerical Training." ERIC, ED 044 569, 1970, 101 pp. Available only from Pergamon Publishing Company, Fairview Park, Elmsford, New York 10523, this publication analyzes a systematic approach to training following the steps to be taken: the analysis of training needs; development of efficient instructional techniques; preparation of course material, use of analytical method training, and advantages to be gained; clerical work measurement; methods for recording training and measuring the costs; and commercial apprenticeships--minimum requirements and advantages. The last chapter presents a list of useful publications, films, film strips, and organizations.

Packard, Robert G. "Do We Have to Do What We want Today? Structure in an Open Classroom." Teachers College Record, 74 (May 1973) 553-57.

The author makes a plea for a return to structure in the classroom before the student start embarrassing us with the question, "Do we have to do what we want to do today?"

Perkins, W. E., "Programmed Materials Teach Punctuation." Business Education Forum, October 1971, pp. 22-23.

Mr. Perkins, of North Texas State University in Denton, sees punctuation as one of the greatest single challenges to the teacher of stenographer and secretarial students because research indicates that punctuation problems require approxi-

mately 3/4 of the total training time required by all the English fundamentals and that punctuation errors often account for as high as 75% of all transcription errors made by stenographer students. Because programmed instruction cuts learning time about one-third, he recommends it for punctuation training, indicating that the most efficient use of any instructional tool results when the teacher is in complete control of the learning environment as organizer, facilitator, and manager of the learning process. He includes a formula for rewarding students on a percentage-gain basis, as the student is encouraged to compete with himself rather than with the rest of the class.

Rudolph, Evan. "The Business Communications Lab: A Procedural Method of Teaching." Journal of Business Communication, 10 (Fall 1972) 5-18.

Objectives of a business communications lab: (1) to provide each individual with an awareness of communication concepts which are integral to the optimum effectiveness of an individual or group which operates within a business or organization; (2) to provide each individual with an increased understanding of the process of technical and procedural communication in an organization; (3) to provide each individual with the opportuity to improve his ability to function as a communicator in several of these contexts; (4) to provide each individual with insights into the various communication strategies which will help him employ more effectively the devices in communication media, etc.

Sharpe, Hollie S. W. "How to Take Minutes of a Business Meeting," The Balance Sheet, 54:4 (January 1973): 172-73.

This article is helpful to the business English teacher who wishes to include a unit on the writing of minutes. [Why not teach this the first day and assign a student in class to take minutes of the class proceedings, to be turned in the following day?]

Sheldon, M. Stephen, and Young Park. "A Directory of Self-Instructional Materials Used in Community College," 2nd ed. ERIC, ED 066 156, 1972, 278 pp.

Available from UCLA Students Store, 308 Westwood Plaza, Los Angeles 90024, packages herein were contributed by junior college instructors, compiled here by the editors and listed according to the subject matter.

Slay, Alan Lee. "A Comparison of the Effectiveness of Programmed, Handbook, and Non-Formalized Grammar Instruction in Remedial College Freshman English Compsotion," ERIC, ED 042 760, 1968, 85 pp.

A Ph.D. dissertation available from University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48103 (Order # 69-16,048). Sixteen subjects equally matched on SCAT, age, sex were given three approaches to grammar: (1) formal instruction based on a traditional grammar text (control group); (2) discussion of the class's writings as viewed on an overhead projector without formal instruction (first experimental group); and (3) use of programmed grammar text (2nd experimental group). No statistical difference

of significance was determined in writing skills among them, indicating that the three methods were equally successful. The study also pointed out the need for better instruments for measuring writing skills, especially for the two-year college student.

Svara, Ronald. "Elements of Individualized Instruction." ERIC, ED 062 817, April 10, 1972, 50 pp.

A paper presented to the Association for Educational Communications and Technology Convention at Minneapolis stated that no common definition of "individualized instruction" has been agreed upon. The author surveyed thirty community and junior colleges who claimed to be using this method of instruction. It was learned that most programs prescribed objectives, partially set the time for classes and partially set the location of the media used. The programs did not agree on the location of evaluation of student progress, limits of the test time, or the rate of accomplishment. Tables show characteristics of the various programs. Suggestions for incorporating these elements into the program at Moraine Valley Community College conclude the document.

Tonne, Herbert A., Estelle L. Popham, and M. Herbert Freeman. Methods of Teaching Business Subjects, 3rd ed. St. Louis: Gregg Division, McGraw-Hill Book Co., 1965, 488 pp.

Although no chapters are included for business English or communications, the book shows the teachers not only how to present material but why. Of interest to the business English teachers are statistics presented (p. 3) on the

enrollment figures for business subjects at the high-school level: 50,000 in business English as compared with 1,500,000 in Typing I, 330,000 in Bookkeeping I, 300,000 in Shorthand I, Office, Clerical, and Secretarial Practice, General Business Education, and Business Arithmetic. Ranking lower than business English in numbers of students were Consumer Economics, Coop. Office and Store Training. Figures are from 1960.

Wagoner, George A. "Individualizing Instruction: When and How." Business Edcuation Forum, May 1973, pp. 27-28. From the University of Tennessee, Knoxville, the author identifies a few specific instances when individualized instruction should be considered for use in business education and how it should be directed or administered: when a wide range of abilities or interests is present, when a wide range of prerequisite knowledge is present, when irregularity of attendance occurs, when students enter claseas at various times, when a class has a small enrollment, and when a topic has been found in previous years to be difficult through other methods. "An instructional system is individualized when each student's characteristics play a major part in the selection of objectives, materials, procedures, and time."

V. How? Teaching, Learning, Testing, Evaluating, Researching, Cont.

B. Testing and Evaluating

Bell, R. DerMont. "The Risky Business of Classroom Testing. *Business Education Forum*, October 1972, pp. 8-9.

From Brigham Young University the author relates good testing to accurate evaluation of student progress. He includes criteria to evaluate tests.

Brazziel, William F. "Criterion-Referenced Tests: Some Trends and Prospects." *Today's Education*, November 1972, p. 52 +.

The author presents the advantages of Criterion-Referenced Tests (CRT) over normative-based tests (NBT): (1) CRT permit direct interpretation of progress; (2) they facilitate individualized instruction; (3) they eliminate a situation where half of American school children must always be below the median; (4) they are usually short summative tests; (5) they eliminate pressures on teachers to "teach to the test"; (6) they enable teachers to compile a comprehensive record of the child's development. Disadvantages of CRT: (1) Reporting systems vary; (2) further work must be done on construct validation, whether the given test items are measuring progress accurately; (3) comparison performance of school districts are not yet available; (4) materials must always be available to the student if tests are to be valid.

Brendel, LeRoy. "Using Author Prepared Tests as Take-Home Assignments." *Business Education World*, 50 (January-February 1970) 2-3.

In order to make tests agree with course objectives, the author recommends that a good testing program do the following: (1) Induce and encourage the student to learn; (2) be accepted by the student as part of the learning pattern; (3) reinforce and refine correct learnings; (4) provide opportunities for the student to show that he has learned from the errors revealed by a single test; (5) help the student to organize the essential meanings of the material covered and thus help him prepare for the written test; (6) serve as a student self-teaching device and help him to recall, review, refine, and reinforce; (7) test for functional knowledge; (8) define a working-togetherness between the teacher and student; (9) be valid and reliable; (10) pinpoint student and individual strengths and weaknesses; (11) provide a basis for determining the full learning potential of the individual and class.

__________. "Using Author Prepared Tests as Take-Home Assignments." Business Education World, 50 (March-April 1970) 9-11. In Part II of an article begun the month before (q.v.), additional favorable outcomes to take-home of author-prepared tests are given: (1) more provision is made to help the student than saying "study for the test," (2) tests indicate the essentials to be learned; (3) it lowers the anxiety level about tests; (4) the student will make better use of his time; (5) no student need be held back with the class; (6) removes the traditional challenge of a duel between student and teacher; (7) avoids the inclusion of teacher's "pet items"; (8) though the student crams,

he is more likely to be cramming on the essentials of the course; (9) there is no more playing hide and seek about tests.

Buethe, Chris. "Testing, Testing...1,...2,...3" The Clearing House, 43 (May 1969) 536-38.

A defense of teacher-made classroom tests, the author encourages each teacher to develop a good pre-test for every unit taught to determine where students are. It will also communicate the behavioral objectives and tell a student what to study. The author defends teaching to the post-test to determine whether specified behavioral objectives have been achieved. An interesting suggestion about handling student challenges of answers; give him one week to supply proof for his assertion. Such a procedure will encourage research. In essay tests, encourage students to spend 20% of his allotted time for outlining.

Burns, Ruth Ann. "The New Goal in Education: Schooling for Real Life." Parents (January 1973), pp. 46 +.

The author describes one result of the New Jersey legislation in 1970 of a Career Development Program of continuous education in real skills and crafts from K through 12, under the direction of the New Jersey Division of Vocational Education. According to this study, children under this program were shown to make better use of their free time, are more individualistic, have better muscle coordination, have more self-confidence. The governor of New Jersey is reported as saying the program has made school exciting

because it includes interaction among the students and provides the joy of discovery.

Buzzell, Charles H., and Sophie S. Hollander. "Occupational Education: Schools Without Failure." Intellect, 100:2339 (February 1972): 97-99.

Associate Commissioner and Senior Supervisor for Resource Development, Division of Occupational Education, Department of Education, Massachusetts, these authors report on that state's universal occupational education program: the accent is on the world of work and such training is rapidly gaining recognition in the 77 state-aided industrial and vocational schools. Annual per-pupil cost for vocational education is $1500 per pupil as compared with $800 for a general education. Over 50,000 diffeent performance objectives will be programmed for sequential learning, elementary through secondary levels. Each of the 50,000 behavioral objective printouts represent a complete lesson unit for both teacher and learner. Each printout will list the prerequisites to learning the task. The learning environment on each printout lists tools, media, motivational devices. The teacher is the facilitator in the process. The learner is led from concrete task to abstract statement of general truth. Each printout with the teacher's signature on it becomes certification of "mission accomplished," a skill refined and salable in the marketplace.

Cohen, Arthur. "A Procedure for Assessing Students' Ability to Write Compositions." ERIC, ED 048 844, 1971, 18 pp.

This investigation developed a procedure for scoring English compositions that would be simple enough for use by course instructors with minimal statistical assistance, and still yield date that would allow sound inferences regarding student placement procedures and assessment of instructional effects. Twenty-one instructors from fourteen junior colleges developed a scoring key that included nineteen dichotomous criteria and learned to use it reliably. They collected pre- and post-compositions from students in their classes during the first and last weeks of the fall semester, and scored the compositions without their knowing the student's name, course level, institution, or whether the composition was a pre- or post-sample. Comparing class means, significant differences were found between remedial and transfer groups and between pre- and post-test performance on item clusters relating to "content" and "organization," but not on "mechanics." The procedure was found to be feasible for use in departmental studies.

Cook, Marth A., and Herbert C. Richards. "Dimensions of Principal and Supervisor Ratings of Teacher Behavior." Journal of Experimental Education, 41:2 (Winter 1972): 11-14. Study conclusions were that in order to eliminate the "halo effect" and bias from teacher evaluations that they be done by several evaluators who report diverse points of view rather than to ask a single evaluator to judge on a variety of scales.

Dilworth, Cathy. "Word Teasers." Today's Secretary, a regular feature:

Examples: October 1967, p. 11: "Using Prepositions Correctly" and "Spelling U. S. Cities"; November 19, 1967, p. 19: "Common Writing Faults" and "Whoever or Whomever" usage; December 13, 1967, p. 13: "Pronouns and Antecedents" and "Misused Verbs"; January 15, 1968, p. 15: "Pronoun Case" and "Spelling"; etc. These may be used for classroom drills or usage checks. Each test is preceded by the governing principles.

Dixon, John. "Criteria of Success in English." ERIC, ED 054 175, 1969, 59 pp.

Available only from Honorary Secretary, NATE, 5 Imperial Road, Edgerton, Huddersfield 10, Yorks, England, this work includes the questions English teachers must ask in evaluating examining methods: (1) Does the material assessed represent a fair sample of a sound English course? (2) Does all this material derive from a significant and worthwhile use of English? (3) Are the methods of assessment varied enough to cover the whole range of a candidate's abilities and potentialities in English. Because it is new the Criteria of Success in English Exam (CSE) offers the opportunities for major change. Active and interested teachers can shape the examination from the start. The content of the exam can be seen as a sampling of the main experiences of English lessons.

Ebel, R. L. "Case for True-False Test Items." Educational Digest, 36 (October 1970) 47-50.

The author states that reason suggests and experience confirms that true-false tests can yield valid measures of educational achievement. Arguments for their validity: (1) Essence of educational achievement is the command of useful verbal knowledge; (2) all verbal knowledge can be expressed in propositions; (3) a proposition is a sentence that can be said to be true or false; (4) the extent of a student's command of a particular area of knowledge is indicated by his success in judging the truth or falsity of propositions related to it. Research on the reliability of various forms of testing supports the conclusion that good true-false tests are not vitiated by guessing. Educators should be encouraged to experiment in their own teaching with this potentially valuable tool for the measurement of educational achievement.

Gold, Ben K. "Evaluation of Programs [Junior College]." ERIC, ED 048 845, 1971, 20 pp.

A paper presented at a conference sponsored by the Compensatory Educational Project Coordination Board, Texas College and University System in Austin, indicates evaluation should be a process for collecting information to make better decisions. The author discusses four planning stages to evaluate programs. (1) Ascertain the decision areas of concern;(2) select the appropriate information-gathering instruments;(3) collect and analyze data well in advance of decision making deadline;

(4) report findings to the decision maker in a form easily understandable. References on the subject of evaluation are offered.

Goldenberg, Miriam. "Word Teasers." Today's Secretary, a regular feature:

Principles and tests that may be used in business English classes; e.g., October 1972, p. 8: "Subject and Verb Agreement"; December 1972, p. 21: "Dangling Constructions"; November 1972, p. 14: "Sound-Alikes," etc.

"Goodbye, IQ, Hello, EI [Ertel Index]." Phi Delta Kappan, October 1972, pp. 89-94.

Contents of the article are questions and answers in an interview with John Ertl of the University of Ottawa, inventor of the neural efficiency analyzer, which its inventor admits is not a panacea to replace the much abused IQ tests but at least a start in a better direction.

Hallberg, Albert. "Facing the Test: English." ERIC, ED 064 720, 1971, 21 pp.

A quinmester course designed to help the students apply the principles of effective study in a variety of testing situations. Emphasis is on developing such skills as planning ways to use allotted time wisely, adapting reading rate to various types of test items, identifying types of analogous relationships with word attack skills, including recognition of Greek and Latin roots and affixes. A resource listing of six pages is included in this course outline.

Hardaway, Mathilde. Testing and Evaluation in Business Education, 3rd ed. Cincinnati: South-Western Publishing Company, 1966, 487 pp.

This text includes the principles of evaluation in business education, the development of a testing program, construction of test for classroom use, testing practices and procedures in the various business subjects, including business English, chapters on describing a distribution of scores, derived scores, grades, and reports of pupil progress, and comparing frequency distributions and statistical validity and reliability of tests.

Hoetcker, James. "Teaching and Learning Language: Who Should Be Accountable?" ERIC, ED 060 002, January 1972, 6 pp.

Who is accountable for students' learning to read and write? Ways are needed to restructure schools so that teachers may reasonably be held responsibile for seeing that all clinically normal students are able to read and write with at least minimal competence. The teacher must know all the students and be accessible to their parents. Teachers must be given the responsibility for all professional decisions. Such a teacher-run school would be accountable to the students and their parents. Prior to the reform of the present educational system, it is pointed out that everyone in a school is accountable for helping children learn to read and write.

Jackson, Charles D. "Students Grade Themselves." Today's Education, 59 (October 1970) 24-25.

The author makes a plea for student self-evaluation, depicting

the shortcomings in teacher-dominated grading process. He maintains our ineffective system of evaluation has continually destroyed student self-confidence and created dislike for subjects where low grades are received. He believes self-evaluation would give them a new vested interest in their education. In most instances he found that grades given by teacher and student agree. In no instance did the teacher and student grade vary more than one letter grade. "Our primary function in education should be to make learning a meaningful experience. If evaluation or grading must take a back seat to accomplish this, so be it."

Karmel, Louis J. Testing in Our Schools. New York: The Macmillan Company, 1966, 112 pp.

The author answers parents' usual questions about testing in the schools. He discusses (p. 29 ff) the portion of the Differential Aptitude Test Battery that deals with language usage: how well a student can use the English language and how competent he is in spelling, punctuation, capitalization, and choice of words. "Language usage is composed of two short achievement tests which measure important abilities you need to consider along with the other aptitudes assessed by the DAT. Spelling measures how well a person can spell common English words. Among other things, it is an excellent predictor of ability to learn typing and shorthand. Sentences measure how well a person can recognize mistakes in the grammar, punctuation, and working of easy sentences.

It is among the best predictors of ability to earn good grades in high school and college. "While some careers, such as writing and teaching, call for a high degree of competence in English, all careers requiring college-level education require good language skills, and so do most office and managerial jobs in business and industry. If you do well on both of these tests (spelling and sentences) and on verbal reasoning, you should be able to do almost any kind of practical writing provided you have a knowledge of your topic and a desire to write about it....On the other hand, a student fairly high in verbal reasoning but low on either or both of these two language test, probably can profit from special study or tutoring in English to bring his language skills up to the level indicated by his verbal reasoning score."

Knapp, John V., and Rodney L. Bussell. "Bits, Nybbles, Bytes: A View of Electronic Grading." Journal of Business Communication, 8:2 (Winter 1971): 35-52.

Commonly used essay grading procedures are subjective and suffer from inconsistency and instability. An objective procedure, described here, involves regressing a computer's measurements on grades assigned by an expert judge. Results of using the procedure on college freshman themes indicate some success for it.

MacMillan, Thomas F. "Experimental Strategies for the Evaluation of Instruction,"ERIC, ED 053 715, August 1971, 26 pp.

Experimental designs address themselves to two concerns:

providing answers to research questions about controlling variance. The latter involves threats to internal and external validity. The threat to internal validity constitutes the greatest difficulty because of maturation, history, experimental mortality, and differential selection. Examples of eight basic research design paradigms are made, pointing other relative strengths of design in maximizing experimental variance and minimizing extraneous and error variance. Of most concern is whether a particular instructional strategy is resulting in measuring results on the part of students. The following are examples of a successful research propsal: (1) the development of a clear statement of the research problem, including an explanation of variate and criterion variables in the study, type of relationship between the variables, and the target population; (2) justification for the research approach, and (3) development of a statement of operational research objectives and/or hypotheses.

Marland, Sidney P. "A Proposal for a Universal System of Testing for Job Entry." Report of the Commission on Tests, Part II: Briefs, New York: College Entrance Examination Board, 1970, pp. 68-86.

Receiving endoreement by the majority of members of this distinguished, scholary commission, the following recommendations were made by the author: (1) Take steps to increase greatly the scope of the CEEB testing program to include measurement of student competencies other than those reflected

in measures of academic promise for college entrance; (2) undertake initially a major study, including a pilot program to develop appropriate materials and procedures, of the feasibility of assessing qualifications and classifications for job entry and for post-secondary technical training; (3) if the results of the study and the experience with the pilot program are promising, consider expanding its functions to serve all high school graduates, including those entering the work force directly as well as those planning to go to colege, and changing its name accordingly to "Career Entry Examination Board," or such other appropriate name as would accurately reflect its expanded cleintele.

Mollenkott, Virginia R. "The Open Examination." Today's Education, October 1972, pp. 49-50.

The open examination rests on the premise that a test is not a trap, but an opportunity for students to discover and reveal how much they know. The author suggests offering students two choices: (1) whether to take the exam with text and notebook open or closed, permitting students to decide after they see the exam; the option for open-book should be available throughout the exam. (2) Students would have the freedom to select from several questions, choosing two essays out of five or three out of seven or eight. Those who choose closed-book exams have yet another option: that of abstituting questions of their own, the advantage being that students have the opportunity to

present the course materials in a manner meaningful for themselves. The author admits that the open exam may work in literature classes far better than in certain other subjects, such as math or biology.

Nelson, Clarence H. Measurement and Evaluation in the Classroom. New York: The Macmillan Company, 1970, 130 pp.

This book provides the teacher with a convenient source of practical procedures for the improvement of testing and evaluation in the classroom. Because instructional objectives give direction and impetus to curricular development, selection of instruction, these are discussed as well. Course objectives are shown to play a continuing role in the construction of a chart of specifications for a test. Chapters later in the book deal with both essay and short-answer tests. One chapter deals with the use of standardized tests, and the final chapter is deveoted to the use of evaluation as a basis for assigning marks.

Parker, George O. "A Consistent Grading Plan for Business Communications." Journal of Business Education, 47 (February 1972) 199-200.

From the University of North Dakota at Grand Forks the author presents a point-system for grading work in business English class: homework assignments, in-class assignments, analytical reports and tests. The number of points a student can earn ranges from 8 to minus 3. The latter is given for work not done. 8-6.9 = A; 6.8-5.5 = B; 5.4 - 4.0 = C; 3.9 - 1.5 = D; Below 1.4 = F.

Phillips, Priscilla M. "An Objective Shorthand Transcription Achievement Test." Business Edcuation Forum, 1971, pp. 42-43.

Of interest to the business English teacher in this article is the inclusion of the significance of spelling in a machine-scorable shorthand transcription test.

Rich, John R. "That was a Good Test." The Balance Sheet, 54:2 (October 1972): 62.

Mr. Rich determined what students thought was a good test: (1) It stresses important things; (2) it emphasizes topics related to the perspective of the total course; (3) it is based on materials relevant to career objectives; (4) it stresses either material covered in class or that covered in specifically assigned readings; (5) it is concerned with test administration (6) it possesses discriminative quality.

Rost, Paul. "Useful Interpretations of Standardized Tests." Clearing House, 47:5 (January 1973): 319-320.

Teachers need to be made aware of the content of the items of standardized tests, not just the scores, percentiles, etc. Alternative methods suggested for handling standardized test results are (1) to revise the entire testing procedure; (2) change the method used for interpreting results: analyze the test items. A team of three people could present the program--a measurement specialist, a curriculum specialist, and a reading specialist. We should move away from using test scores themselves as labels for students and move toward an approach that uses test results to identify specific needs of students. Moving away from achivement and mental

ability testing and toward a diagnostic test would be a more positive step than this.

"School Marks and Reporting to Parents." National Education Assoc. Research Bulletin, 48:3 (October 1970): 76-81.

This article offers a comprehensive review of all types of marking systems: the letter-number system, the dual marking systems for achievement and effort; the pass-fail system; check lists; behavior description methods; correspondence with parents; teacher/parent conferences. More research is needed in the following areas: (1) Should the teacher compare the pupil with others or with his own ability and progress? (2) What kinds of symbols will give the parents the picture? (3) What is the role of parents? of the student himself? (4) How may a school create uniform standards? (5) What system best motivates? (6) What consequences if marks are eliminated?

Selden, William. "Evaluation, the Key to Progress." Balance Sheet, 52 (September 1970) 12-13.

State Supervisor of Business Education in Pennsylvania, the author states that evaluation means appraisal or ascertaining the value of teaching in the accomplishments and changes of attitudes of students. If a large number of students fail the test, the test is either not valid or the teacher did an unsatisfactory job of instruction. The business teacher will want to turn to former students to see how their courses prepared them for their jobs; they will want to seek advice of businessmen as well.

Shelton, Nelda. "Get the Most from Evaluation." Business Education Forum, 24 (April 1970) 31-32.

For beginning teachers, the author states the importance of testing as a learning experience. The basic steps in any such learning experience: the teacher presents the model, the students experience to see if they can apply. To make full use of evaluation, give pre-tests. A good discussion of each question on the pre-test can serve as a review. Self-evaluation is another important learning experience. The student must evaluate his own work against a model, however. A most important factor is feedback to the student. The learning experience should also be reinforced immediately. Students are motivated by seeing their own progress measured.

Smith, A. B., Jr. "How I Mechanized My Business English Grading." Business Education World, 47 (November 1966) 28 +.

The author studied the difference in three grading systems for Business English papers: (1) tape-recording equipment and a student helper; (2) dictating-transcribing equipment with a student helper; (3) the red-pencil-and-elbow-grease method. Time required for the teacher was about the same for each method, but the effectiveness of instruction improved with 1 and 2. Students preferred 1 and 2. If method 3 is used, students want written assignments returned rapidly with these characteristics: a)specific markings of results and b) descriptive explanations of the bases of the markings and the subsequent grade.

Trent, James W. "The Circle of Evaluation in the Community Junior College." ERIC, ED 045 075, November 1970, 22 pp.

Community colleges need to evaluate, free from prejudice, the nature and impact of their whole system. Lack of effective programs for minority students is one of the many discrepancies between objectives held and those actually implemented. The goals of a successful evaluation are to measure and identify a combination of input and process factors that contribute to desired outcome criteria and to provide such information as will give educators a more informed basis for determining what to change in the system in order to improve their educational experience. An evaluation depends on thorough research. As research resources for the junior college are meagre, it is necessary for the individual college to make use of available materials, to pool its information with other community colleges and to consult and collaborate with relevant university-centered research centers. The success of such a program depends on sufficient financial support, continued pooling of information, and the receptivity of the community college.

Voelkner, Alvin R. "What Every Educator Should Know about Evaluation." American Vocational Journal, 46:6 (September 1971): 59-61.

Local administrators and teachers of vocational education are not often at ease in a research environment. More and more as these people seek funding for vocational projects,

however, they will become aware that such funding calls for evaluation designs. Evaluation requirements--often a part of the law--are not fully understood by them. The author wrote this article to show local vocational educators how their evaluations can be modified to yield meaningful results. Frequently vocational teachers' views are too narrow. They have often established program objectives which cannot be measured. Four areas are important: (1) the nebessity for placing objectives in behavioral terms, (2) gathering data under experimental conditions, (3) follow-up information about graduates, (4) gathering explanatory information. There are many factors about which data should be collected: (1) the length of time a graduate takes to find a satisfactory job, (2) employment security, (3) the length of time a graduate stays on his job, (4) earnings progressions, (5) rate of advancement.

Zach, Lillian. "The IQ Debate." Today's Education, September 1972, pp. 40-43 +.

The IQ debate continues since, in June 1972, the NEA passed Resolution 72-44 that "strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs." The author states that "when the intelligence test is evaluated solely in terms of its value to meet specifically defined, immediate situations, its usefulness has proven itself." She sees the greatest

failure of the testing movement in the U. S. as testing for intelligence when the term is only vaguely defined before the tests are made. If we lose sight of what we are measuring and if we claim for the test qualities for which it was never intended, we can be led into invalid implications. The paradox of IQ tests is that the psychologists who made them have never given them as much weight as those in schools and industries who use and misuse them. The author says that schools must decide what is the purpose of testing: we must define our aims and come to grips with why we test--to measure the amount of cognitive ability an individual is born with? Or do we wish to appraise the level of adaptive capacities? Or do we seek to predict what an individual will do 20 years from now? Or do we seek to know how educational circumstances might be arranged for the individual to achieve his highest level of intellectual functioning ability?

V. How? Methods of Instruction, cont.

C. Resources and References.

Anderson, Paul S. and Patrick J. Groff. "Resource Materials for Teachers of Spelling, 2nd ed.,"ERIC, ED 060 017, 1968, 163 pp. Useful as a resource of remedial instruction in spelling, the books chapters are as follows: (1) Spelling Yesterday, Today, and Tomorrow (2) What Words Should We Teach? (3) Techniques for Directing Effective Learning of Spelling (4) Using a Spelling Textbook or Workbook (5) Spelling Games and Mnemonic Devices (6) The Dictionary and Its Use (7) Enrichment Suggestions (8) Interpretation of the Spelling Program.

"Applying for a Job," National Audiovisual Center (GSA), Washington, D. C. 20409. A film of 11 minutes in color, 1967. (Rental $7.50; sale $48.50) Highlights with humor the problems and attitudes of young men and women on their first job interviews. Dramatizes mistakes and how to correct them.

Archer, Robert M., and Ruth Pearson Ames. Basic Business Communications. Englewood, N. J.: Prentice-Hall, 1970, 401 pp. A text for business communication, three sections cover principles of communication, communications in action, sales communications, inquiries, and orders, complaints, credit and collections, personal business communications, employment communications, the bulk of the book dealing with actual letters.

Aurner, Robert R., and Paul S. Burtness. Effective English for Business Communication, 6th ed. Cincinnati: South-Western Publishing Company, 1970, 680 pp.

A useful textbook for high school classes in business English, it appeals to the students on the grounds that research proves that no other subject predicts success in college so reliably as does English mastery. The text contains sufficient material for a one-year course.

__________. Practical English for Colleges, 4th ed. Cincinnati:

A workbook, reference book, style manual, this text widely used by private business colleges, uses the traditional approach to cover twelve units of instruction. Inventory tests and achievement tests accompany.

Barry, Robert E., Business English for the 70's. Englewood Cliffs, N. J.: Prentice-Hall, 1970, 351 pp.

This is a grammar-teaching textbook. Its teachings are geared to the opinions of a hundred leading business executives who know the needs of employees. The book blends the old and the new as far as grammar is concerned.

"Basic Bibliographies on the Teaching of English," National Council Teachers of English, ERIC, ED 049 247, 1970, 85 pp.

Among twenty bibliographies on specific aspects of teaching English are those for Spelling (Richard E. Hodges), Grammar (Harold Allen), and Oral Interpretation (Thomas Sloan).

Beaumont, Lee R. "Sacred Cows in Business Education." Education Digest, 36 (October 1970) 42-43.

A condensation from the Journal of Business Education (May

1970, pp. 316-17), Mr. Beaumont's article complains about the sacred cows deterring the progress of business education. A "sacred cow" is a practice that persists in education despite the fact that it has little or no educational value. Examples are given in many areas; those pertaining to business English are the inflexible forms and rules for typing letters, memos, manuscripts, and tables, as well as rigid rules about dividing words. He recommends dividing words between syllables--any syllables--as newspapers and magazines do. Another example is the rule that one line of a paragraph should neither be left on or carried to the next page. "The difficulty with sacred cows in business education,"he cautions, "is that the herd continues to increase. Look around."

Blackledge, E. H. "Relate Figures of Speech to the Business World." Business Education World, 43 (October 1962) 21+.

From Southern Illinois University the author recommends that the business English teacher spend one class period showing students how figures of speech are used more frequently than they suspect. She gives examples of their use in business: alli teration, onomatopoeia, personification, hyperbole, simile, and metaphor--particularly in the field of advertising.

Bos, Harvey L. "Teaching Telephone Techniques Through Video." Business Education Forum, May 1972, pp. 9-10.

The author reports on the use of video and telephone equipment to teach secretarial classes telephone tecnniques.

Brandon, Liane. "Using Media Creatively in the English Classroom." English Journal, 60 (December 1971) 1231-33.

The autor provides a long list of suggestions for enlarging language, literature and life experiences in the classroom through the use of media. Thirty-three ideas are given in terms of student activities, individual projects with film, records, collages, etc., combined with writing.

Bryant, Katherine C. Business Writing. Chicago: Science Research Associates, Inc., 1970, 247 pp.

Professor of Government at Woodbury College in Los Angeles, the author has collected information from dedicated men and women in business and has written a book for those interested in improving their business communications. With emphasis on composing letters, this text would be useful in a business communications course.

Buckley, Earle A. How to Write Better Business Letters. New York: McGraw-Hill, 1971, 280 pp.

A paperback edition of a fifteen-year-old book, still relevant because of its timeless style and contents, this is a book for the individual who wishes to improve his letter-writing skills by what-to-do and what-not-to-do suggestions.

Bush, Douglas. "Polluting our Language." American Scholar, 41 (Spring 1972) 238-47.

Followed by a discussion of the article (Summer 1972, pp. 491-92), the author warns that misued words are the grit in the porridge that may be fatal if consumed in quantity. "Language must be protected not only by poets

but by the saving remnant of people who care--even though, as the flood rises, their role may be nearer King Canute's than Noah's." He quotes President of Vassar, Alan Simpson's rendition of the Twenty-third Psalm to illustrate language pollution: "The Lord is my external, internal, integrated mechanism. I shall not be deprived of gratifications for my visceral generic hungers or my need dispositions. He motivates me to orient myself toward a nonsocial object effectiveness significance. He positions me in a non-decisional situation. He maximizes my adjustments."

"Business and Office Education--Instructional Materials." Abstracts of Instructional Materials in Vocational and Technical Education, Ohio State University, Columbus, Ohio 43212, 1972. Catalog No. HE 5.10: B96-967-71.

This publication contains over two hundred resumes of instructional materials in business and office education. These abstracts appeared in AIM copies from the fall of 1967 through the fall of 1971. AIM is a quarterly publication of the Center for Vocational and Technical Education. The information included in each resume consists of author, title, institutional source, sponsoring agency, grant, contract, and program area numbers, report and bureau numbers, sources of availability, and an abstract of the document. The full texts of the documents are available from the original sources or from ERIC. Order from the Supt. of Documents, U. S. Govt. Printing Office, Washington, D.C. 20402, $ 1.25.

Cain, Thomas H. Common Sense About Writing. Englewood Cliffs, New Jersey: Prentice-Hall, 1967, 153 pp.

A textbook for undergraduate writing courses, it contains samples of professional writing for comparison with undergraduate samples. Chapters are devoted to the basics of rhetoric, research, outlining, paragraphing, sentences, words, and style.

Calhoun, Calfrey C., and Mildred Hillestad. "Sources for Research Funds for Business Education Research." National Business Education Yearbook, No. 9. Washington, D. C.: NBEA, 1971, pp. 348 ff.

A guide to application procedures and policies for Manpower Development and Training Act programs (MDTA) in the field of business education, developed by the Bureau of Business Education of the California State Department of Education in 1965 is catalogued at the Ohio Center for Vocational and Technical Education as VT 001 676; VT 002 234, Lanham and Trytten, "Review and Synthesis of Research in Business and Office Occupations Education; VT 002 333, Meyer and Logan, "Review and Syntheses of Research in Distributive Education."

Classen, H. George. Better Business English. New York: Arco Publishing Company, Inc., 1966, 108 pp.

The author calls his book a "psychological approach to effective writing." He promises not to weary the reader with intricacies of grammar, proper sentence structure, but to show him how to avoid being pompous, hypocritical,

evasive, bland, reluctant to assume responsibility, and wordy. He provides suggestions on how to change one's writing to reflect precision, brevity, directness, modesty, originality, clarity, etc., illustrated by cartoons.

Comm, Walter. "A Historical Analysis of Vocational Education: Land-Grant Colleges to California Junior Colleges 1862-1940." ERIC, ED 055 221, 1967, 186 pp.

To analyze the history of vocational education and the major influences which have affected its development in the California junior colleges, this study examined the 78 years between the passage of the Morrill Act and the beginning of World War II. Emphasis was given to legislation and the major social and economic elements that affected vocational education. Among the conclusions of the study were (1) the influence on vocational education at any given time reflected legal provisions, economic stability, and social trends, and (2) leadership in developing a sound vocational educational program was often absent during the early years of its growth.

Devlin, Frank. Business Communication. Homewood, Illinois: Irwin, 1968, 705 pp.

This textbook at the college level contains dependable business communication theory, as well as reliable information for reference for the businessman. Divided into five parts--Business Communication Principles, Planning and Organization, Business Letters, Business Reports--the book includes a section on Language Review, stenographic aids, and a glossary.

Doris, Lillian, and Besse May Miller. Complete Secretary's Handbook. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1960.

The practices and techniques presented here are approved methods based on the way successful secretaries do their work in large and small organizations throughout the country. Part I: Techniques for Usual Secretarial Duties; Part II: How to Write Good Letters; Part III: Writing Correctly; Part IV; How to Do Your Employer's Personal Work Effectively; Part V: Your Employer's Financial Affairs; Part VI: Advanced Secretarial Techniques.

Eble, Kenneth E. Professors as Teachers. San Francisco: Jossey-Bass, Inc., 1972, 202 pp.

An articulate expert tells of his findings in a two-year study, sponsored by the American Association of University Professors and the Association of American Colleges, of the improvement of college teaching. Among other recommendations, these guidelines for a program of preparation of college teachers is offered (pp. 101 ff): (1) Consequential attention to the graduate student's development as teacher. (2) Enlightened experience in teaching. (3) Studies of teaching and learning. (4) Broadening the dissertation option to include the preparation of courses and curriculum materials and pedagogical investigations (5) Some form of ongoing examination of the degree candidate's developing capacities as a teacher. Qualities of effective teaching (p. 37 ff), about which Mr. Eble is a widely respected expert:

(1) Discipline (2) Generosity (3) Energy (4) Variety (5) Examples and illustrations (6) Enthusiasm (7) Clarity and organization (8) Honesty (9) A sense of proportion. You will want a copy of the bibliography in this book if you are a student of junior-college teaching.

"Effective Writing: Learning from Advertising Language." A 16 mm, 11-minute sound motion picture in color or black and white. Coronet Films, 65 East South Water Street, Chicago, Illinois 60601. Film sells for $140 in color; $70 in black and white.

Einstein, Bernice W. Guide to Success in College. New York: Grosset and Dunlap, 1967, 255 pp.

An experienced college adviser in New York City, the author answers all the questions pre-freshmen ask, as well as discussing problems and decisions the student will face after college acceptance. It is written in a no-nonsense style, offering vital, practical advice from good authority.

Emmert, Philip, and William D. Brooks, eds. Methods of Research in Communication. Boston: Houghton-Mifflin, 1970, 517 pp.

This book helps students acquire knowledge and skill to design and conduct experimental research in communications. The contributors are all university professors.

Eshelby, Don. "Bibliography of Business and Office Educational Documents as Listed in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Fall 1967 to Fall 1969." ERIC, ED 047 084, 1970, 22 pp.

Contains 125 citations drawn from abstracts of instructional

materials (AIM): Business Education, Curriculum, Planning, Educational Research, Instructional Materials, Program Development, Program Planning, Resource Materials, from the Fall of 1967 to Fall 1969. AIM is the quarterly publication which announces the availability of instructional materials acquired by ERIC on Vocational and Technical Education, available from the Clearinghouse for ERIC, Ohio State University, Columbus, Ohio 43212.

Feld, Merle, and others, eds. "ERIC Documents on the Teaching of English," ERIC, ED 062 320, Vol. 7: July-December 1971, 37 pp.

Also available through National Council Teachers of English, Urbana, Illinois.

Frailey, L. E. Handbook of Business Letters. Englewood Cliffs, N. J.: Prentice-Hall, 1965, 918 pp.

This book is recommended for libraries as a resource for effective business letter writing, a collection over several decades by the author who covers the art of writing business letters. Hundreds of examples are included which emphasize persuasive writing in sales letters, goodwill letters, adjustment, credit, and collection letters.

Frank, Marcella. "Modern English: A Practical Reference Guide." ERIC, ED 062 880, 1972, 414 pp. Available from Prentice-Hall, Englewood Cliffs, New Jersey 07632.

This is a detailed reference guide about current English usage; though listed by ERIC, it is not available in microfiche.

Gartside, L. Modern Business Correspondence. London: MacDonald and Evans, 1967, 468 pp.

Part I deals with grammar, spelling, and punctuation of special concern to the secretary. Part II, with the composition and typing of the business letter by a British authority.

Gavin, Ruth E., and William A. Sabin. Reference Manual for Stenographers and Typists, 4th ed. New York: Gregg Division McGraw-Hill, 1970, 286 pp.

A reference manual in three parts, indexed on the cover for ease in locating information on grammar, usage, and style; techniques and procedures; and references and resources.

Goldenberg, Miriam. "How to Be a Super Sleuth," Today's Secretary, February 1973, pp. 6-7.

The author assists the secretary in the use of reference materials, providing recommendations for dictionaries, thesauruses, style manuals, almanacs, etc.

Gordon, Robert A., and James Edwin Howell. Higher Education for Business. New York: Columbia University Press, 1959, 491 pp.

This report embodies the results of a three-year study of collegiate business education undertaken at the request of the Ford Foundation; it does not deal with secondary schools or with proprietary "business colleges." It encompasses higher education's growth and aims, a critical survey of business curricula, students, faculty, teaching, and research.

Gregg, John Robert, et al. Applied Secretarial Practice, 6th ed., St. Louis: Gregg Division, McGraw-Hill Book Company, 1968, 518 pp.

This textbook provides the business English teacher helpful information about the total job of the secretary so that she can see the relationship of English fundamentals. Helpful exercises throughout are entitled "Checkup on Fundamentals." Excellent material is included of interest to the counselor of secretarial students in a text mainly for secretarial procedures.

Gunning, Robert. How to Take the Fog Out of Writing. Chicago: The Dartnell Corporation, 1964, 64 pp.

In a tiny booklet the author provides a formula for determining the "fog index" of business writing to help writers eliminate unnecessary complexity. Although clear writing is admittedly an art that requires, more than anything else, thought, this set of principles Mr. Gunning provides helps strike at the root of "fog." Sound, slide-films are also available.

__________. New Guide to More Effective Writing in Business and Industry. Boston: Industrial Education Institute, 1967,

The author presents concise principles for business writing: Shorten sentences; shorten words; shorten paragraphs; cut out unnecessary verb forms; rescue smothered verbs; shorten long sequences of Noun-Adjectives; limit "it...that" constructions; strike out needless "wastebasket words"; remove needless repetition; guard against misplaced modifiers; tie

down drifting participles; be sure nouns and verbs agree; make verb tenses say what you mean; substitute for cliches; use commas to help reader; shorten roundabout phrases; avoid sentences starting with numerals; omit repeated numbers; avoid use of wrong word, e. g.

__________. The Technique of Clear Writing. New York: McGraw-Hill, 1968, 329 pp.

Mr. Gunning advises the writer to use the "golden rule of writing": write unto others as you would be written to. Readers, he maintains, prefer short but variable sentences and not too rich a mixture of hard words. Say, e.g., "If you need more stickers, ask us for them" rather than "Should the supply of stickers sent you not be sufficient to meet your requirements, application should be made to this office for additional copies." So long as a study of grammar clarifies communication it deserves respect, he believes. He presents ten principles: Keep sentences short; prefer the simple to the complex; prefer the familiar word; avoid unnecessary words; put action in your verbs; write like you talk; use terms your reader can picture; tie in with your reader's experience; make full use of variety; write to express, not to impress. One-fourth of all English needed is made up of these ten words,he says: the, of, and, to, a, in, that, it, is, and why.

Handbook of Advanced Secretarial Techniques. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

Prepared by the editorial staff of the publishing company,

but not intended for the beginner, the book contains nothing on grammar, punctuation, shorthand tips, opening and sorting mail, and other elementary matters. Chapter titles: Requirement of Secretaries in the Space Age, Better Human Relations in the Office, Advancement in Your Career, the Years Ahead, Acting as a Public Relations Expert, How to Prepare for Important Events, the Executive's Business Trips, Fund Raising Campaigns, Office Equipment and Layout, Office Practices, Your Supervisory Responsibilities, the Secretary's Duties at a Meeting, General Research Procedures, Research Sources, Acting as Office Librarian, How to Prepare Reports, Annual Report, Preparing Material for the Printer, Business Documents, Legal and Financial Papers, How to Keep the Executive's Financial Records, Your Employers' Portfolios, the Executive's Tax Records.

Harris, Jerome W., and Lewis Olfson. On the Way to Work.
From a series of reports on educational facilities issued by Educational Facilities Laboratories, a non-profit organization founded in 1958 by the Ford Foundation to help schools and colleges.

Hays, Robert. Principles of Technical Writing. Reading, Massachusetts: Addison-Wesley, 1965, 324 pp.
A textbook, complete with exercises for classroom use, this work is designed to help the engineering, business, or technical students who someday must write reports. It furnishes material for a one-quarter or one-semester course in report- or technical-writing.

Henderson, Greta LaFollette, and Price R. Voiles. Business English Essentials, 4th ed. New York: McGraw-Hill Book Co., 1970, 218 pp.

Containing textual materials combined with a workbook and test materials available on request, this bext begins with an English inventory. Its text contains five parts: a review of basic language structure, traditional grammar and usage principles, elements of business writing style, composing, and speaking.

Himstreet, William C., and Wayne M. Baty. Business Communications, Principles and Methods, 3rd ed. Belmont, California: Wadsworth, 1969, 468 pp.

An older successful book revised, it is directed at both the strict communicationist and the pragmatic productionist. A review of basic communication theory is followed by chapters on oral communication, dictating, letter writing, report writing, job getting, and letter mechanics.

Hodges, John C., and Mary E. Whitten. Harbrace College Handbook. New York. Harcourt Brace Jovanovich, Inc., 532 pp.

7 x 10" in size, this complete handbook lends itself well to use by business English students both in the classroom and for reference, containing model business letters with conventions of business writing.

Hook, J. N., and Michael G. Crowell. Modern English Grammar for Teachers. New York: The Ronald Press Company, 1970, 291 pp.

This scholarly text covers concisely the varied approaches

to English grammar: traditional, structural linguistics, and transformational-generative. It contains an excellent biography of noteworthy sources for each approach.

House, Clifford R., and Apollonia M. Koebele. Reference Manual for Office Personnel, 5th ed. Cincinnati: South-Western Publishing Co., 1970, 208 pp.

A paperback reference book with a durable cover, its contents include information a secretary needs, including a list of sources of further information.

Johnson, Ronald D. "Planning the Implementation of a Business Education Learning System. Programmed Instructional Materials Available for Possible Use in a Business Education Learning System." ERIC, ED 058 417, 1971, 37 pp.

A supplement to the final report, this document includes in the second section instructional media such as a thirty-lesson filmstrip series on English-Communication skills which is accompanied by a TT-33 Programmed Projector. Price and availability information are provided for each item in the inventory.

Keithley, Erwin M., and Margaret H. Thompson. English for Modern Business, rev. ed. Homewood, Illinois: Richard D. Irwin, 1972, 420 pp.

This text is a workbook, a style manual, a reference book, an English usage book, and a grammar book, using a traditional approach, updated with a new glossary.

Lawrence, Nelda R. Secretary's Business Review. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959, 513 pp.

With an appendix on English usage, this book is intended for secretaries who wish to prepare to become certified professional secretaries. It covers (1) Personal Relations, (2) Modern Business Organization and Management, (3) Economics for Secretaries, (4) Accounting for Secretaries, (5) Business Law for Secretaries.

Lesikar, Raymond V. Business Communication: Theory and Application. Homewood, Illinois: Richard D. Irwin, Inc., 1968, 588 pp.

Professor at Louisiana State University, the author provides a college textbook on Communication Theory and its Application to Business Writing. The level of difficulty is high, but it includes problem-solving exercises. Its appendix contains symbols for criticising business letters.

"Letters that Make Cents." Today's Secretary, October 1972, p. 20.

Information about the high cost of the average business letter ($3.20) includes that a study "reveals that 63% of the secretaries surveyed had to put forth an 'extra' effort in producing each letter...effort spent on researching not only facts but the spelling of words, points of grammar, punctuation, and style." The article contains a business letter for classroom analysis for errors in spelling, grammar, punctuation, and style.

Lewis, Leslie Llewellyn, ed. The Business-Letter Deskbook. Chicago: Dartnell Corp., 1969, 288 pp.

Not a textbook, this collection of effective business letters is a good supplementary book for letter-writing

activities in communications courses. It also includes checklists, lists of do's and don't's, and hundreds of sample sentences for improving letters.

Lindauer, J. S. Writing in Business. New York: Macmillan, 1971, 269 pp.

A text on business writing, it begins with chapters on general principles of letter writing and contains examples of good and bad writing. Problem-solving writing exercises are included.

Lund, Thomas A. Practical Approach to Teaching English. West Nyack, New York: Parker Publishing Company, Inc., 1971, 226 pp.

Although the book contains imaginative ways to manage 160 English students with ease, the teacher-disc-jockey author declaims against students' studying "grammar" on the premise that everybody already "knows" it. He says, "It seems oddly ritualistic, then, for you and I [sic] to have to intone in the language of syntax, week after week, just what it is he is doing when he writes a sentence." It's a good source to use to illustrate the "you-don't-need-no-grammar-nohow" proponent.

McIntosh, Donal W. Techniques of Business Communications. Boston: Holbrook Press, Inc., 1972, 452 pp.

This book will really impress you! It is outstanding for either the classroom or the business executive who wishes to improve his communication techniques. A superior feature is the large number of exam`ples and illustrations

from the business world, as well as helpful problems for classroom practical application.

Medsker, Leland L. "Preparation for Business In Junior Colleges," in Education of American Businessmen by Frank C. Pierson. New York: McGraw Hill, 1959, pp. 638-661.

Mr. Medsker says, "The principle difference in the performance of a girl with an associate degree in arts plus secretarial training in a junior college and a girl direct from high school or from a concentrated business training course should not be her superior secretarial skills (though it is probable that will be superior). Instead, the difference should be the girl's skill in communication, her understanding of people, and her awareness and interest in the outside influences which touch upon her employer's responsibility." (p.651)

Meenan , James R., Mary E. Oliverio, and William R. Pasewark. Secretarial Office Procedures, 8th ed. Cincinnati: South-Western Publishing Co., 1972.

An up-to-date account of the secretary's total job, including information regarding data processing, modern recording and transcribing equipment, changes in the field of reproduction and copying equipment, telephone equipment, postal service regulations, etc. Helpful section on reference books is included.

Menning, J. H., and C. W. Wilkinson. Communicating through Letters and Reports, 4th ed. Homewood, Illinois: Richard D. Irwin, Inc., 1967.

A college textbook for the improvement of written business communication, this book instructs students in principle, illustration, and practice: how a reader reacts to a letter, how to win the reader's approval and motivate him to action, the job-finding process, writing reports, and how to write clear, concise, persuasive, and natural English. The latter is the desirable language of business. Ways to gain accuracy in expression or speaking are included, as well as checklists for all types of business letters.

Miller, Jerome S. Business Building Letters for the Insurance Man. Indianapolis: The Rough Notes Co., Inc., 1960.
Contains over two hundred sample letters to aid the insurance man in communicating successfully with clients and potential clinets. Helpful as well to the business English teacher who wants sample letters for dictation.

Monroe, Kate M., and Mary Alice Wittenberg. Modern Business English, 5th ed. New York: Gregg Division, McGraw-Hill Book Company, 1972, 218 pp.
A text-workbook for colleges with objective tests on request, it contains 34 units containing surveys of principles, study guides, worksheets, and review exercises and activities, using the traditional approach to grammar.

Needleman, Morriss H. Handbook for Practical Composition. New York: McGraw Hill Book Company, 1968, 746 pp.
A comprehensive textbook for freshmen: early stages in writing, outlining, writing, revising and preparing the

final manuscript, the paragraph, sentence, the word, and an outstanding resource unit including a comparative analysis of recent dictionaries on page 250, and a unit on grammar, usage, punctuation, mechanics, spelling, research.

"Opportunities in Clerical Work." Washington, D. C.: National Audio-visual Center (GSA), a Color Film, 1970. (Zip Code: 20409), rental $7.50, Sale $40.75.

Depicts the great variety found in today's more than fifteen million clerical jobs. Covers career entry jobs and company-sponsored training programs. Emphasizes opportunities in computer data processing.

Pierson, Frank C., et al. <u>The Education of American Businessmen</u>. New York: McGraw Hill, 1959, 740 pp.

Academic preparation for business should develop along three broad lines: (1) Study in certain basic disciplines notably literature and language skills, mathematics and statistics, psychology, and sociology, legal institutions, economics and accounting; (2) Study of the application of these disciplines and tools to a few broad functional aspects of the business firm--finance, marketing, personnel and production; (3) study of the initiating-coordinating-implementing process within the firm at different levels of management. Chapter 23 is written by Leland Medsker, "Preparation for Business in Junior College."

Perrin, Porter G., and George H. Smith. <u>Handbook of Current English</u>, 3rd ed. Glenview, Illinois: Scott, Foresman and Company, 1968, 551 pp.

A 7 x 10" complete handbook, covering grammar and usage, punctuation, diction, sentences and paragraphs, composition, conventions of writing, this textbook contains model business letters and lends itself well to business English classroom and reference.

"Publication List." Boston: Industrial Education Institute, 1973.

A wide variety of printed materials as well as audio-visual aids are available, all by nationally recognized authorities. Examples: "How to Take the Fog Out of Writing," "Clear Technical Writing," "Writing to Say What You Mean," "New Guide to More Effective Writing in Business and Industry," "Writing Effective Reports and Memos," Techniques for More Effective Writing," "How to Prepare and Deliver Effective Oral Presentations," etc. Write 221 Columbus Ave., Boston, Massachusetts 02116.

Romaine, Jack S., Ladine Hanson, and Thelma Holdridge. College Business English, 2nd ed. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972.

An English book with some attention to business communications and considerable attention to English usage, sentence structure, it serves as a reference book, workbook, and style manual, using a traditional approach.

Schachter, Norman. English the Easy Way, 3rd ed. Cincinnati: South-Western Publishing Co., 1969, 220 pp.

A practical, basic, traditional approach to the study of English grammar, the sentence, parts of speech, composition,

punctuation, capitalization, usage and diction, this text-workbook uses ample illustrations which lend interest to even the disadvantaged student.

Shaw, Harry. Punctuate It Right. New York: Harper and Row, 1963, 176 pp.

A complete handbook on punctuation, its chapters are entitled (1) Punctuation is for Clarity, (2) Brief Survey of Punctuation, (3) Trends in Modern American Punctuation, (4) The Primary Purposes of Punctuation and Mechanics. A glossary of terms is included.

Shearring, H. A., and B. C. Christian. Reports and How to Write Them, 1965, 141 pp.

Beginning with the questions for determing the aim of a report: Who? Why? What? How? When? Where?, this concise work then deals with the report's structure, writing techniques, and language.

Shurter, Robert L. Written Communication in Business. New York: McGraw-Hill Book Company, 1971.

Professor of English at Case Western Reserve, the author provided a textbook for a college course in business communications: Principles of Business Communication, Techniques of Business Letters, Specific Types of Business Letters, The Report and the Memorandum, and Self-Development on the Job. These parts are followed by specific cases and a reference section on grammar, syntax, punctuation, manuscript mechanics, etc. Chapters throughout are followed by problem-solving exercises for classroom use.

Silverthorn, J. E., and Devern J. Perry. Word Division Manual, 2nd ed. Cincinnati: South-Western Publishing Co., 1970, 151 pp.

Nearly 16,000 words are arranged alphabetically to show the typist where to properly divide a word at the end of a line, words most widely used in business correspondence. Dictionaries show all divisions of syllable, but this word-division manual shows where the recommended divisions should come at the end of typed lines, as well as other possible divisions. The typist will want on her desk this 5 x 7" durably covered paperback as a reference.

Starkey, Margaret M., ed. The Education of Modern Man. New York: Pitman Publishing Corp., 1966, 203 pp.

A collection of essays of differing opinions on the nature of a liberal education by renowned educators and scientists.

Faintor, Sarah A., and Kate M. Monro. The Secretary's Handbook, 9th ed. New York: The Macmillan Co., 1969.

A complete office reference book on how to write, how to use abbreviations, italics, punctuation, grammar, and important facts for efficiency in filing, spelling, proofreading, indexing, and framing petitions.

Thiess, Carolyn, and Donna L. Butler, eds. "Documents on the Teaching of English," Volume 4, ERIC, ED 043 645, June 1970, 77 pp.

A bibliography of all ERIC Documents on the teaching of English publications between January and June 1970 under fourteen subject headings: Teaching Profession, English

Instruction, Methods, Theories, Practices, Curriculum, Written Expression, Oral Expression and Listening, Dramatic Arts, Language and Linguistic Research, Teaching English to Speakers of Other Languages, Teaching Standard English to Non-Standard Dialects, Humanities, Study and Use of Multi-Media. An author index is provided.

Thomas, Coramae, and C. Jeriel Howard. Contact, A Textbook in Applied Communications. Englewood Cliffs, N.J.: Prentice-Hall, 1970, 295 pp.

This text has been tailored to the needs of freshmen in America's junior colleges. It avoids grammar and themes and concentrates on workaday writing and speaking problems, sustaining thus the theses of Hotchkiss, Kilduff, Anderson, and Parkhurst that verbal dexterity can be taught most effectively through letter and report writing. This is mainly a text for business communications.

Thomas, J. D. Composition for Technical Students. New York: Charles Scribner's Sons, 1965, 460 pp.

A textbook for instructing science majors and engineering students composition, the content covers an introduction to technical English, a handbook of fundamentals, types of discourse in technical composition, minor functions of technical discourse, description, narration, argumentation, and forms of manuscripts, library research, the technical report, and the technical speech. Exercises reinforcing each chapter are appended, as well as a series of related readings.

Wermes, Jean C. Secretary's Book of Instant Letters. West Nyack, New York: Parker Publishing Co., 1971, 204 pp.

This instant-letter writer is planned to save the secretary hours of time spent in composing letters. Letters are offered as models which can be adapted to fit nearly every need. Part I contains letters written over the secretary's signature; Part II contains letters to be written for her employer's signature; Part III gives directions for setting up a file of individual instant letters suited to specialized needs.

Watkins, Floyd C., William B. Dillingham, and Edwin T. Martin. Practical English Handbook, 3rd ed. Boston: Houghton-Mifflin Company, 1971, 314 pp.

Revised to include the MLA style-sheet revisions of 1970, this handbook concisely deals with matters of common sentence errors, grammar, sentence structure, punctuation, mechanics, diction and style, as well as the process of composition.

Weisman, Herman M. Basic Technical Writing, 2nd ed. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968, 498 pp.

This book is intended for students in college and technical institutes, specifically to scientists and engineers. It covers a definition of technical writing, scientific method and approach, descriptions of technical correspondence, report writing, graphic presentations in technical writing, semantics and the process of communication, special expository techniques in technical writing of definitions, of description, explanation, and analysis.

Whalen, Doris H. The Secretary's Handbook, rev. ed. New York: Harcourt Brace Jovanovich, Inc., 1973, 236 pp.

Used primarily as a reference manual, this book provides useful information for on-the-job secretaries and those in training. Reflecting current postal information, the remainder of the book deals with office procedures, mechanics of office typing, grammar and usage.

Wiley, J. Barron. Communication for Modern Management. Elmhurst, Illinois: The Business Press, 1966, 327 pp.

Answering the question "Where is industry to get people who are fluent in the various media?" this book serves as a guideline to the college student entering the audio-visual communications field, indicating to him the areas which could take advantage of increased efficiency in the use of the media of communication: visualization of information via photography, motion picture, slides and filmstrips, overhead projection, flipsheets, audio-recording, exhibits, television, teaching machines, etc.

Wylder, Robert C., and Joan Gissberg Johnson. Writing Practical English. New York: The Macmillan Co., 1966, 202 pp.

This text does not concentrate on the writing of themes and essays but on functional patterns of writing--instructions, letters, reports, etc. Useful exercises are included: for example, an exercise to increase a student's listening skill (pp. 13-14). Many exercises are provided to improve the student's problem-solving techniques.

Zoubek, Charles E. Short Business Letters for Dictation and Transcription. St. Louis: Gregg Division, McGraw-Hill Book Company, 1970, 198 pp.

This work is a compilation of 500 one-minute business letters for dictation, primarily in shorthand classes. The dictation speed is marked and increases from 50 to 125 words per minute between the ltters at the beginning and those at the end of the book. It is also useful for dictation in business English classes, especially for short daily practice in taking dictation in longhand.